

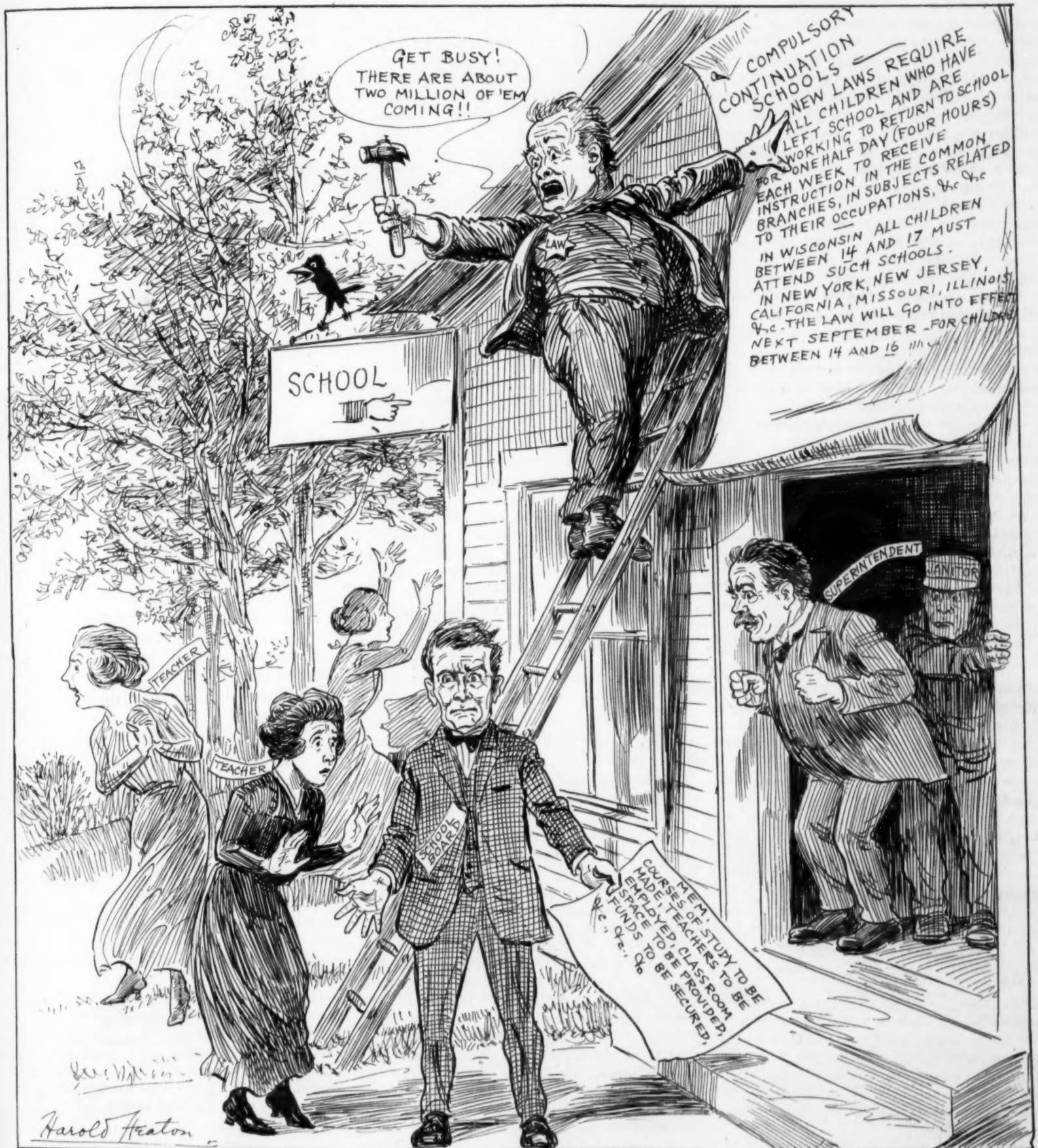
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THE SCHOOL OF ANOTHER CHANCE.

Should Complaints Come Direct?

By a School Board Member



Some time ago a friend, seeking my judgment, related certain happenings in a community well known to both of us. These happenings I seek to camouflage beyond recognition, but the course of events was something like this: It began in one of those really serious cases of discipline from which few communities are permanently immune, a case of discipline, moreover, involving a number of pupils of prominent families. The superintendent, a prompt and decisive man, laid his course and held to it unswervingly. One of his teachers, however, came into possession of information which he felt should modify the superintendent's attitude and he brought it to his superior. The superintendent could see no reason for any change of program and the young teacher, after some serious thought on the matter, laid his facts before the president of the board.

There resulted a situation so embittered that the original cause of the controversy was almost forgotten. The superintendent felt that in "going over his head" the teacher had been guilty of gross insubordination, deserving if not of summary dismissal at least of stern reprimand. The board, at first divided, at length decided to sustain the superintendent; but meanwhile it had become a community matter and there were not wanting influential citizens who declared that, if any effort were made to remove the young teacher, they would fight it. The board retorted with threatenings and ultimate peace came only thru the intervention of outsiders who insisted that, for the good of the schools, the matter must in some fashion be "patched up."

Was the Teacher Right?

And now, inquired my friend, was the young teacher right or wrong? Should he have accepted as final the verdict of the superintendent or had he the right to carry the matter further? Moreover, he demanded, what is the duty of a board member, and especially of the president of a board in such cases? Should he receive, or welcome, perhaps even seek the opinions of teachers upon themes likely to become matters of controversy or should he take the attitude that such opinions can come to him only thru authorized channels, to-wit, the superintendent? "Some superintendents hold, you know," my friend concluded, "that if a board member listens to the complaints of any teacher he becomes simply an encourager of complaining and a subverter of discipline."

In the case of boards employing scores of even hundreds of teachers, I had no opinion to offer, never having had any experience on which to base an opinion but, in the case of boards like our own employing not more than fifty teachers, my leanings were, I confessed, all in favor of the open door; and I cited to him MacWhirter.

The President and the Opposition.

MacWhirter was for ten years our president, his relations with the three superintendents employed during that time were always cordially

friendly (until one of them proved undeserving) and yet any teacher, or for that matter, any member of the community, might come to MacWhirter at any time, with any complaint, and it would be listened to patiently and weighed carefully. Moreover, the confidence of the complainer would be respected. Even this does not tell the whole story, for it was with MacWhirter a matter of conscience to maintain confidential relations with the opposition—which always exists in every school system, however small. There was nothing organized or official about this relation; but, it being true that certain teachers did not like Prof. X., or Y., or Z., MacWhirter always knew which teachers these were and why they did not like him. And among this group there was always one (MacWhirter knew his teachers as Caesar knew his centurions) to whom he could talk with perfect frankness about school matters. Naturally he chose a teacher of judgment (such are to be found—sometimes even in the opposition) and each was discreet in quoting the statements of the other.

Now, one result of his policy was that often it enabled him to render the superintendent real service. Time and again a superintendent is the victim of some baseless rumor, or he is blamed for some board decision in which he had no part or which he may even have opposed. In such a case MacWhirter would, at the first rumblings, simply quash the rumor in the quarter where it was likely to do most harm. "No," he would say, with a quizzical expression, "Prof. X. had nothing to do with that, that was our idea"; and he would go on to present, in as favorable a light as he could, the board's position.

A Case in Point.

Whether the superintendents approved of his attitude of mental hospitality or not I do not know; one of them, I suspect, did not; but all of them, I am inclined to think, knew of it; and I cannot recall a single instance where it resulted in harm. Indeed the one incident of his whole term of office which MacWhirter most deeply regretted came from a too lax application of his guiding principle. The year that Prof. Z. left us (under a black, ugly cloud) we had as one of our high school teachers a rather brilliant young woman whose father was an army officer. At Prof. Z.'s suggestion, she was not asked to remain and she came to see MacWhirter. He, very properly, said nothing of Prof. Z.'s recommendation but assumed full responsibility on behalf of the board; while she, true to the military tradition of her father, passed not the slightest criticism upon her superior; instead she dropped teaching and took up other work. "If only I could have made that girl talk," sighed MacWhirter months afterward, "it would have saved a good teacher to the profession and it would have saved us a scandal. We would have known, three months before the bomb fell, that Prof. Z. was a thief and a scoundrel."

"You see," he went on, in exposition of his theory, "teachers and superintendents come and go but we board members stay right on in these communities of ours and, where they make mistakes, we inherit the fruit of them and sometimes we have to live it down. There is no fun of course in listening to the silly complaints of fond mothers or having young women just out of college come and shed tears at you and no man in his senses is going to specialize in such experiences, but after all that is what we are elected for, to be the slaves of the public. I never encouraged foolish complaining and I never bothered the superintendent by letting him know that I had so much as heard it. But a complaint may be just. No superintendent is infallible and, if you let your superintendent suppose that you think he is, you are not doing your duty by your schools—or by your superintendent."

AND THE PENDULUM SWINGS.

There was a time when the school boards in the medium sized and larger cities were subject to the dictates of a city council. Under that system the alderman became the Caesar to whom all appeals for school budgets, for new school buildings and supplies had to be addressed. Frequently it was the alderman who determined for the school board what the salary schedule should be.

In the course of time these conditions were to a large degree corrected. School boards came into their own, and began to function as they should, independent of city councils and other municipal bodies. Better school buildings, greater efficiency in the schools and less political maneuvering were the gratifying results.

The pendulum swung in the right direction. In instances it may have swung too far, but it is certain that all the evils arising out of an aldermanic domination have not entirely passed from the scene.

And now comes a reactionary tendency—we hold our breath—in one of the great cities of the land. Philadelphia's board of education has for some years enjoyed complete autonomy. It has apparently exercised its authority in the interest of the schools. But, a former president comes forward and says: "As it exists today the board of education is an independent, autocratic body, responsible to no one authority, and amenable only to the act of the Assembly of 1911."

It must here be assumed that the trouble is local and individual. The fact that a school board is independent of other municipal offices, except in the powers of levying taxes, is not improper. The charge that it is autocratic can only mean a defect in the personnel and not in the element of independence.

School boards cannot be hampered in the administration of a school system by factors that are not competent to judge its needs and are not always appreciative of the great mission of popular education.

THE EVALUATION OF THE INDIVIDUAL IN THE ADMINISTRATIVE FORCE

Eugene C. Stevens, Principal, Geo. Clayton School, Denver, Colorado

There are some things that are fundamental. Seen thru the experiences of mankind is the great outstanding fact that forceful leadership is fundamental to the success of group-activity in which the individuals of the group thru co-ordinate effort achieve definite purposes. Whether the mass is intelligent or ignorant; whether the effort is peaceful or militant; whether the cause is worthy or unworthy, all alike in ultimate results depend upon leadership. If we expect to accomplish any sizable undertaking without the guiding hand of leadership, we will have to make a new world and people it with a new and different kind of people.

Measurements are not new. The great law-giver, recognizing the value of measurements and frailty of man, laid down in Deuteronomy a fundamental principle: "A perfect and good measure shalt thou have." Now that seems sensible.

The necessity for measurements (evaluations) is generally recognized. They are the logical outgrowth of inspection, investigation and straight thinking. They came naturally out of the experiences of expanding school activities, and they open up new lines of experimentations. Evaluations that evaluate are most commendable. The great thing in the evaluation proposition just now is to distinguish between real and fictitious valuations. There are many systems of measurements and evaluations on the market; some are excellent, some are good, and some are so bad that the proper adjective would not look well in print—some evaluate, some do not.

My specific topic is too comprehensive. I will not presume to discuss evaluation of superintendents and assistant superintendents. It is, I think, within the bounds of courtesy permissible for me to allude briefly to the evaluation of supervisors or directors.

The Angles of Measurement.

Supervisors or directors should be evaluated from five angles of measurements:

1. Natural endowments of mind and heart that are peculiarly suited to the line of work which they supervise or direct.
2. Technical knowledge and skill.
3. Aptness in the application of this knowledge and skill to the immediate task at hand as it is presented in child life.
4. Ability to deal kindly and harmoniously with teachers whose energies are necessarily given to many lines of work, and whose skill and interest in that particular work may be very limited.
5. Ability to comprehend and willingness to recognize that relative values of different lines of educational work should determine the time, care, and energy which different subjects merit.

Being a principal of an elementary school, it seems wholly within the limits of propriety that I dig into this matter of evaluating principals with what skill and power I may possess. I take it that no worth-while principal either objects to, or is afraid of, a fair and just evaluation. Indeed, every principal ought to know and does know that any superintendent would be derelict in his duty to the public whose servant he is, if he did not estimate the worth of each individual principal, and did not act, when occasion necessitates, in strict harmony with his judgments. That's one of the things he is for, and if he doesn't so estimate and so act, he is a poor excuse for the position he presumes to occupy.

Who Makes the School?

Occasionally a proverb of the past, once pat and true, is used to give coloring to some situation in the present in which it is neither wholly pat nor wholly true. "As is the teacher so is the school" is one such a proverb. The school of the remote past and the school of the immediate present have very little in common. Indeed, they are probably more widely differentiated in content and management than any of our other American institutions. Then, the one schoolroom and the one teacher was a kingdom by itself; the teacher was "monarch," and there "were none to dispute." The teacher was the author, the executive, and the court of last resort in the little educational state in which she ruled. Of course amid such circumstances the proverb fitted exactly. Today, a schoolroom is a fractional part only of a great educational unit; it is a component element in a tremendous and vital undertaking. Then it was a game in which the player played a "lone hand"; now, it is team work that wins the game. I take off my hat to the classroom teacher; humbly I stand in her presence and loyally pay to her the homage which is rightly her due. But she is not the sole arbiter of the destinies of her room. Neither is the principal. It is the joint, co-operative action of these two forces that "makes the school." These forces must be closely and harmoniously inter-related, motivated by the same purposes and directed toward the same ends.

Ability and Local Problems.

Each city has its own peculiar problems; each section of each city presents to the superintendent problems peculiar to that section. Moreover, high ability in principalship isn't a level plane. Great ability that will fit one section may become small ability measured against the needs of another section. A principal should fit his locality, and the ratio of his achievements to the size of his local job is one measure of his worth. This is plain, common-sense business. Every industry in the country builds success upon such fundamental principles.

The system thru which a superintendent reaches his conclusions as to the worth of his individual principals is very largely an affair of his own. A real man is an individual, not a mere machine. The way one man may grasp situations, weigh influences, and reach conclusions is quite likely to be very different from the habits and practices of another, and yet both may reach practically the same conclusions. To limit an active, enthusiastic, red-blooded American to prescribed, formal, more or less artificial restrictions thru which he must act and beyond which he may not go in estimating the force of man or woman efficiency in his subordinate executive staff is an extraordinary example of poor judgment.

A Score Sheet Examined.

There are so many new terms coined in the mints of pedagogy nowadays that one has "to go some" to keep up with all of them. The term *median* as applied to school affairs is one of this kind. Lately I have studied in a modest way some new score sheets for the evaluation of principals. One of these sheets represents the "median judgment" of several hundred principals. Now I take this to mean, if I can grasp the thought of the distinguished experts who coined the term, that the "median judgment" is that judgment on each side of which one-half of the other judgments fall. I believe that it is

held to be something a little better than an average judgment. It might be observed, in passing, that it could be a great deal better than an average, and still be very insipid stuff. But let that go by.

Please bear in mind that in this paper whenever I refer to the expression "median judgment" I am using the term in connection with the evaluation of men and women serving as principals. Nothing I may say has any reference to the rating of children's school achievements.

Now this score sheet divides the abilities of a principal into 1000 points; if he's perfect in ability, he scores 1000; if he has no ability he's zero. Every principal, of course, lies somewhere between the two extremes. One of the listed abilities on this sheet is, "Ability to reduce disciplinary cases to the minimum." This means, if it means anything, and I think it means much, his ability so to handle his school that it gradually grows better in conduct as the days go by. Kindly observe that on this score sheet such ability, if the principal is perfect in it, scores five points; that is, this ability is rated one two-hundredth of his total ability capital.

Now if that is what it means, may the good Lord help the children who are principaled by any man or any woman who puts so light an estimate upon so great an ability.

There are, on this score sheet, other items of ability seemingly equally misjudged. But we are told that this rating is a "median judgment," and therefore must be accepted as both gospel and law.

Among a group of "several hundred" principals, there will be found some big ones and some little ones; this will be true of any other "several hundred" group of professional people. Disregarding the opinions of the ablest and placing mediocrity in command, even tho it be elevated to this high place thru the workings of democracy, is a travesty on merit and a crime on society.

In passing, I might call attention to the fact that, were this system used in Denver, it would require the superintendent to render 3432 separate judgments on his 66 principals. The greatest number of these judgments would need much close inspection to render a just judgment, the units being so small.

Experience and Merit.

There are other evaluating systems showing up on the horizon of the principal's outlook. Some are rather autocratic; some are wholly democratic. One of the autocratic kind is another one-thousand-point affair measuring ability from a few angles, but thru a scheme that is nothing less than a mathematical marvel. One of its separate items of ability is experience. Its maximum value, under this evaluation scheme, is placed at 110 in a total capital of 1000. It is achieved anywhere from eight to sixteen years of service. Then it takes a toboggan slide downward until 41 years of experience achieves the distinction of being worth nothing. Thru the application of this scientific figuring, a person has lost approximately 55 per cent in the value of his experience when he has rendered thirty years of service.

The familiar fact is that the value of experience isn't dependent upon length of service alone; length and variety of service plus the *real man* or the *real woman* is the measure of its worth.

I know of no reason why any system fit to measure the worth of principalship experience should not be worth something in weighing the values of experience in other professions or fields of activity.

The strict application of the letter of this scheme in so far as it evaluates experience, would mean that every chief justice of the United States from John Jay down to the present incumbent has lost, at the time of his appointment, three-elevenths or more of his legal ability thru over-time experience.

Webster said that he was forty years in preparing his speech in reply to Hayne; that is, it was the sum total of, practically, his life experience, for he was 48 years old when the speech was delivered.

Hamilton was, without experience or with very limited experience, a financial expert at 25; James J. Hill was a warehouse clerk at 25 and one of the country's greatest railway magnates, financial and otherwise, after forty or more years of experience.

Going to Extremes.

Undoubtedly this mathematically scientific system of rating efficiency has been laboriously worked out thru the consideration of the lives and accomplishments of many individuals; maybe it is another sort of a "median score." In this sense it may be flavored with the democracy idea.

Applying this system of rating to the superintendents of America, relative to their experience, would cause an alarming shrinkage in the values of many of them.

The exact and continued application of either of these two or other similar systems of rating principals would build up a "median" system of city schools which an intelligent and watchful public would eventually dump on the scrap pile.

The principle of scientific measurements of both corporate and individual efficiency has been accepted, and rightly so, as an established institution in American activities. The fundamental principles underlying the proposition seem sound and not too difficult to comprehend, or too complex to use intelligently and economically. It appears to me, however, that we have gone or are fast going to unwarranted extremes in the evolution and application of the principle. It seems to me that in some instances we have over organized our systems to the extent that the system has become the big thing altogether out of proportion in its value to the thing we try to evaluate.

A Constructive Plan Needed.

But finding fault that terminates in fault finding only is pure captiousness and nothing more; it should offer remedies or suggest where and how things might be made better.

The fact is, nobody knows how to evaluate anybody, not even himself; that is, knows what to do and how to do it, and be sure that the evaluation is just and correct. In evaluating other people one may well put to himself the question which Isabel put to Angelo:

"How would you be,

If He, which is the top of judgment, should

But judge you as you are?"

To my way of thinking, it is chimerical, impractical, and wasteful energy to attempt to separate into small units with attached numerical values human efficiency in work that has to deal with soul material.

Permit me to direct your attention to what I would call a principal's survey chart which would afford me, were I a superintendent, a simple, economic, and effectual plan for the evaluation of the principals associated with me in my work. If you care to take the chart and follow me as I try to tell what these abilities mean to me, you will get my thought.

Personality is omitted from the list. Personality is commonly considered as something separate from other abilities and is separately listed. I think this is the result of careless thinking. Individuality is so involved in every act we perform that it cannot be estimated apart from those acts. In actual teaching, in discipline, in relations with teachers or parents, in executive work, personality is the thing that gives color and tone to every action.

One space in the column of listed abilities is left open. It occasionally happens that a principal may rate low, or not above a weak medium, in many or all of the listed abilities, and still thru certain unique, individual achievements be a very worth-while principal to the community which he serves. This open space affords a superintendent a place in which he may recognize such merit; it affords, also, a place to give prominence to the special worth of any other individual principal.

Some Abilities Which the Principal Must Have.

The abilities are arranged alphabetically with no reference to their relative worth.

1. *Age, preparation, and experience.* Age, preparation, and experience may well be considered under one rating. Age is not always measured by the calendar, preparation is not always indicated by diplomas and degrees, and the worth of experience may have very little real connection with length of service. Extent, quality, and vitality of service, rendered day by day in a specific line of work, are the measures of merit by which that service should be judged.

2. *Adaptability and cooperation.* Best results in industrial life, in social affairs, in school work grow out of cooperation. Cooperation is often an extreme test of adaptability. Adaptability doesn't necessarily mean surrendering ideals; it may mean readjusting ideals or remeasuring standards in the light of cheerful open-mindedness. A principal must not only practice, but must cultivate in the teaching staff these two traits.

3. *Assuming responsibility.* The necessity for systems of government is axiomatic. There are written and unwritten laws binding upon individuals. But in the successful operations of all affairs it is utterly impossible to eliminate the exercise of responsibility. There are times when a man must act, tho it is not "so written in the bond."

Harold Bell Wright in "When a Man's a Man," begins the first chapter with this sentence, "There is a land where a man, to live, must be a man." The principal's office is a place where a man, to measure up to his "high calling" must be "a man," and take responsibility when it ought to be taken as it ought to be taken. Trying to shift responsibility or squirm out of responsibility, or taking responsibility when it should not be taken is a weakness that is most lamentable.

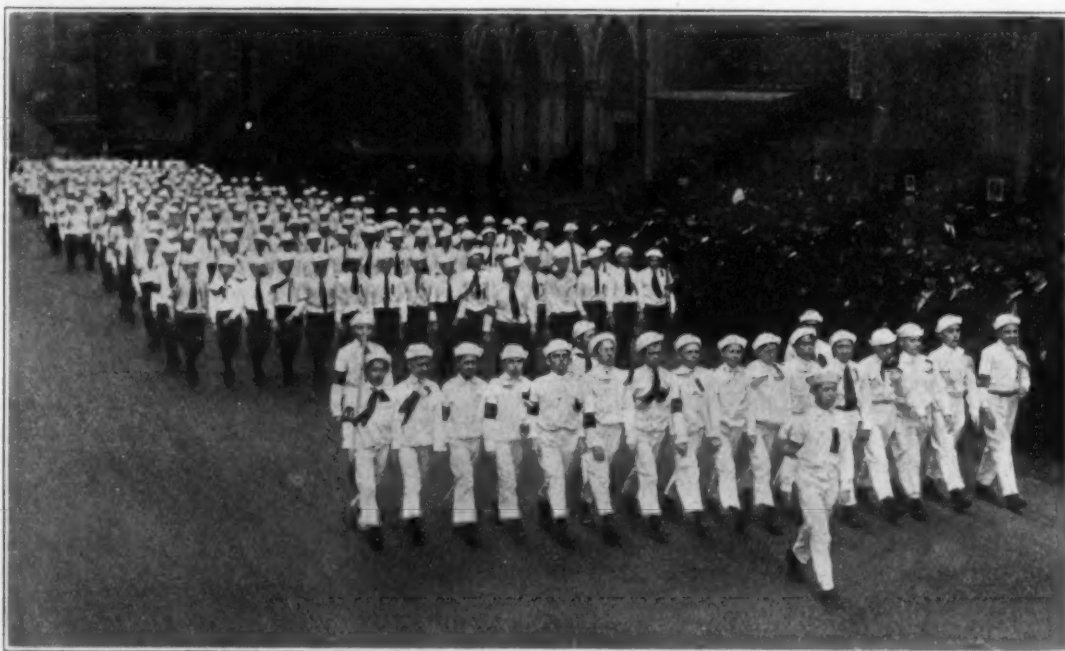
4. *Business and clerical work.* This is the small end of the school proposition but, in its own setting, it is an ability of no mean value. It includes accuracy of records, promptness in making reports, nicety in the details of all formal and routine work, and good business judgment in requisitioning supplies or in recommending material improvements.

The Local Community and the Principal.

5. *Community service.* Different communities present different kinds of problems and solutions, of which require different types of personalities and capacities. The ability to attract and secure hearty and active cooperation from the citizenry of the district is a stock ability. Occasionally special ability is required to determine local community needs, to devise means and to organize agencies suitable and effective in meeting those needs. This latter ability may carry a principal far afield from the duties of actual school keeping.

6. *Diplomacy.* Taking high rank is ability to handle successfully trying situations in which are involved matters of deep concern to the system or to the school or of vital consequence to the child. It is, also, an ability that is put to frequent tests in the adjudication of unhappy affairs between pupils, or pupils and teachers, or teachers, or teachers and parents. It is tact, common sense, straight thinking, and quick judgment put to action at the right time for the right purpose, restoring right relations.

7. *Formal evaluations of teachers.* The duty imposed upon one individual to evaluate the ability of another individual engaged in the same line of work involves the gravest of responsibilities. Teaching evaluation is a far-reaching act. Directly it affects the teacher; indirectly, the children. A mistaken judgment may install incompetency, or withhold rare efficiency.



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MAY DAY AMERICANIZATION DEMONSTRATION IN NEW YORK.

The New York City schools contributed in a unique way to the May Day celebration prepared to offset possible labor and Red demonstrations by radical elements of the community. A total of 30,000 boys from kindergarten to college grade marched down Fifth Avenue to illustrate the various forms of Americanization work undertaken in the schools. The picture shows some of the boys of Public School 40.

SURVEY CHART OF PRINCIPAL'S ABILITIES.

Principal					
City					
School					
Abilities.	A	B	C	D	E
1. Age; preparation; experience					
2. Adaptability and cooperation					
3. Assuming responsibility					
4. Business; clerical work					
5. Community service					
6. Diplomacy					
7. Evaluation of teachers					
8. Inspiration and leadership					
9. Influencing children					
10. Inspectional and constructive work					
11. Loyalty					
12. Promoting initiative in teachers					
13. Receiving criticisms					
14. Serving					
15.					
Totals					
Notations:					
Superintendent					
Date					

11. *Loyalty.* Loyalty is cheerful and implicit obedience to right authority. A loyal principal is one who follows his leader with unswerving fidelity. He may not agree with the kinds of pedagogy or the plans of administration which the superintendent promulgated; that is his inalienable right, and no broad and just superintendent will deny him such a right. But that principal who, openly or covertly, purposely or thoughtlessly, undermines, discredits,

or otherwise disparages the worth and work of his superintendent is not worthy his principalship.

12. *Developing initiative in teachers.* A teacher may be passive or active; she may do what is prescribed and nothing more. Her mind may "run along with the mind" of the principal in a delightfully harmonious way while contentment reigns supreme. But it may be that a teacher has rare potentialities which, drawn out and cultivated, would be valuable contributions to the school and, maybe, to the system.

Leading a teacher to discover herself and to capitalize this discovery for the benefit of others is an ability of great value in a principal.

13. *Receiving criticism.* The man who never made mistakes never taught school. He never will. It is reasonable to expect that in the course of a principal's administration of his school affairs, he may make errors of judgment, enforce unwise regulations, or put into practice faulty principles of pedagogy, all or any of which justly invites censure from his superintendent. One should be able to take criticism from superior officers gracefully, intelligently, and free from rankling spirit of discomfort or petty peevishness, have the ability to readjust his action in conformity with the intent of the criticism.

14. *Serving.* No principal can reasonably and rightly expect "to live unto himself." In the narrow sense, "his kingdom is his school"; in the larger outlook, his duty is where he finds it, or where it is found for him. A large measure of his usefulness lies in his power to give his services freely and uncomplainingly to the welfare of his school, to the general welfare of the system, and to the good of his city whenever and wherever duty bids him serve.

THE WAY BACK HOME

By One Who Has Traveled It

Some few weeks ago there appeared in the classified columns of several large eastern dailies a want ad that interested me as much as anything I've seen in the papers for a long time.

There is a fair possibility you may have overlooked it in the course of your own reading, and so I'll reproduce it. And let me say at once that the job has been filled, so there is no use in poking back into some of the old files.

Here it is:

MANAGER WANTED.

We are looking for a man who can step into our business and with our training hold down one of our really important positions.

We are one of the largest concerns of our kind in the country and constantly growing. And as we grow new opportunities are continually being created.

This is an unusual opportunity for an unusual man. He must be adaptable to our line of business, quick to learn our methods, and in his experience have learned the art of handling large numbers of people quickly and tactfully.

To such a man we can offer a very unusual opportunity. The salary will start at \$5,000, and the prospects for advancement are limited only by the man's ability to advance himself.

This is not a stock-selling, book or life insurance proposition. It is a straight business opportunity for a straightforward man, who sees no future in his present work and who is ambitious to get ahead.

Somewhere there is such a man, and for him we are looking.

Some ad, the above, if I do say so. "Five thousand dollars a year," "unlimited chances for advancement." Well, well, it sounds good to a poor struggling school teacher, doesn't it?

And it is a good job, too. I know this to be true. I'm sure I'm right.

Because—and this is a fairly good reason—I held this job myself for a good long time, and know all about it.

No, I wasn't fired; I quit of my own volition. I gave up this position to go back to school work, at a much lower salary.

I've travelled the way back home. I'm home again, and glad of it. And I'm here to say that it will take a good deal more than \$5,000 a year and unlimited opportunities for advancement to drag me back again from what I've found is really worth while—in plain English, school work.

And it's because I told half the story some eighteen months ago¹ in this same paper that I'm writing its conclusion here.

There is a chance you may have read it at the time. I called it, "What Doth It Profit A Man?" and it found its way into print, unsigned, and really unpremeditated on my own part.

A month or so after it appeared I was in a smoker going to New York. In the compartment were several men on their way home from the superintendent's convention. I did not know them, but I could not help overhearing their conversation.

Said one, as he viciously tossed his bag into the rack:

"Did you read that story that fellow had in the SCHOOL BOARD JOURNAL about going out of school work, and being sick of his bargain?"

"Yes," said the other; "I did, and he must be crazy. I'd like his chance, believe me."

I took a look at the name on the bag of the first. And I hid my smile behind my paper. In

my pocket was a letter of application signed with his name in answer to a want ad run by our company.

I wanted to reach over and pat this man on the knee and say:

"Look here, old fellow, I'll swap jobs with you in a second if it's possible. How foolish you are; why don't you stay put? What do you know about the difference between school and business? How do you know you'll like it? Take my advice, old man, and stay on the job."

I didn't say this; but I did write him a letter, the only anonymous letter I ever wrote in my life, and told him what I thought. And if he would happen to read this, I hope he'll understand why I wrote as I did.

And now I'm home again, and this is the end of the story.

Some of the reactions on myself after I'd left school work I mentioned in the other article. Then I was trying to analyze myself.

I believe I said I found many of the same drawbacks in a responsible business position that are found in school work. I have no reason now for changing my mind.

The fact is, to tell the plain truth, I would have given every cent I had to have been able to go back to my old school job, distasteful as it had seemed, at the end of my first business day. It came on me like a flash, as I stepped into the train on my way home that night.

"Here I've gone and thrown away my special education and all my old associates for a few miserable dollars."

Had I? Well, let's see.

¹January, 1919, p. 27.

Admitted that I'd seldom see my old friends again; that I had realized when I first contemplated the change. This couldn't be helped.

I had not counted the cost of tearing away from all my old channels of thought. I had failed to appreciate how deep-rooted the so-called professional spirit and common ideals prevailing among schoolmen had grown in me.

It was a new life in which I found myself. Almost all ideals were new; conversations, experiences, thoughts, habits, hours, associates—all were new. My whole upbringing was suddenly changed. I was a stranger in a strange world, cordial enough, indeed, but a world about which I knew nothing.

It was a sudden change from handling young boys and girls to handling and marketing large quantities of merchandise!

I missed the smiles of the children to which I had grown so accustomed. I missed the association with the teachers, the refined, cultured teachers that our normal schools and colleges send us.

Believe me, you'll find piles and piles of dress goods and clothing and shoes stocked high in the warerooms a poor substitute for the little shavers grubbing away at the multiplication table. You'll find the conversation and ideas of the foremen, the truck handlers, the shoe examiners, the carpenters, the porters, the box stagers and all the others, very, very different from the intercourse you have had with these school marms who've grown gray in the service.

You may think you'll welcome the change. Speak for yourself, of course; but speaking for myself, I certainly prefer the hum of the schoolroom, the singing of the children, and the drumming of the small feet in the corridor to the crash of the rolling mill and the bang of the elevator door.

Perhaps you'd prefer the trip on the early morning train, the ride in the crowded street cars, to the quiet walk along the streets of your home town towards school. I don't! And for company, thank you, I prefer the society of my small boy and smaller daughter to that of the man hanging to the same strap in the subway. I'd rather talk football with one of our half-backs than fuss over time-schedules at the lunch table with a bunch of department heads. And when it comes to a question of politics, let me tell you one thing: Tammany Hall has nothing on the average crowd of ringsters in a big corporation.

In the first concern where I worked I had direct charge of the employment situation. There were usually something over 4000 employees on the payroll. In the other concern, from which I've just gone, I had charge of the activities of more than 20,000 employees. And in each, conditions were the same so far as the inside workings were concerned. It is a case of fight all the way for a new man; there are plenty of people ready to take your job, if they can get it; and there is no such thing, usually, as a contract for a man to fall back on to insure a breathing spell. And I happen to know that the same condition prevails in very many other large corporations. Of course, it is the old process of the survival of the fittest; but believe me, I had to travel some to get away with it!

I could go on and describe a good many other conditions that the average schoolman does not know which prevail in what is known as really "big business." However, this story is that of my way back home.

Of course, after I had really grown a little accustomed to the complete change in my life that the jump of business entailed, I didn't stop to think much about it; I was altogether too busy. But in the back part of my mind all the



DR. G. N. CHILD
Superintendent of Schools-Elect, Salt Lake, Utah.
The remarkable record made by Dr. Child as Superintendent of schools for the State of Utah, led the Salt Lake Board in April to elect him as successor to Superintendent Smith.

while was the thought that I was making a mistake to go further away from what I fully realized by this time was the work and associations I loved. And constantly, it seemed, new situations were arising which brought poignantly to my homesick mind the old ideals and thoughts which had once been so much a part of myself.

In my other article I spoke of the large city school adjoining our general offices. I did not, however, mention one circumstance, small in itself, that kept weighing on me and stirring me up.

When I had been engaged in school work as a superintendent, I had formed the habit of speaking to the children on the street, and the little folks usually called greetings to me as I passed.

When, now, morning after morning, I hurried past this school on the way to the office entrance on the avenue side of the plant, and passed these little tow-heads, hugging their books against their jackets, and whistling as they walked up the steps, I longed to stop and speak to them. But I was a stranger; they were on their way to their business, and I had left their business and mine, their friendship and mine, their interests and loyalty for the sake of more money. Had I spoken to them they would have thought me "crazy," or as that "old crank who is always butting in"; I didn't belong to them, nor they to me. I walked past home every morning—the home on which I had turned my back, the best home I had ever known or ever would know, and I was a stranger.

It hurt, I tell you, and so did those days in June when the children were preparing their closing exercises and their music came thru the open windows of my office.

Another circumstance happened after I had been working in this concern for five or six months that vividly brought back to me all my old ideas and work.

As employment manager I was supposed to be a walking encyclopedia of general information. If there was a particular bit of publicity to be taken care of, a row among the employees to settle, an inquiry to be made concerning methods of handling employees, or comparative wage scales in other plants, a loan drive or mutual benefit campaign to be put across—in fact, almost anything outside the ordinary activities of the work itself, the employment man was called in to assist with his advice and cooperation. And I assure you there is a pile of work

of this description that brings this devoted department head up to Mahogany Row on five minutes' notice.

I know; I've been there.

Well, one morning my interhouse phone rang and I was told by the secretary to the president that "S. R." wanted to see me at eleven fifteen. The time was mentioned specifically, but in a big plant this means nothing; the work of the men higher up is scheduled almost invariably by appointment.

Hastily I made a mental review of the few days since I had been in his office. The last time he had called me in was to direct me to write a letter to a philanthropist who had given a committee soliciting hospital funds a gift of \$250,000, with the understanding that the hospital was to be rebuilt in a location favored by the giver, and entirely objectionable to the committee.

"Just look into the records of the hospital," old S. R. had said, "and then tell him we'll take his money but that the site he has in mind isn't worth a darn."

That was one assignment I had spent my Fourth of July holiday in covering while I was "resting" at home. Not all business work is covered during the eight hours' business day, believe me.

Even business men are obliged to look over papers after school as well as the poor driven 29 hour per week kick-if-you-give-me-another-class teacher!

My conscience was fairly clear as I waited for the elevator. S. R. had read thru my letter, grunted once or twice, signed it, mumbled his thanks, and turned his back on me in his chair as a sign that the interview was over.

Anyway, I'd soon know.

As I entered his office, S. R. looked up and called out before I had crossed the threshold:

"I've got a stiff job for you."

That was nothing new, but I kept a discreet silence. I had learned it paid to keep still, ever since the time he had sent me out to hunt up a plot of ground for a new warehouse.

"Here's a letter I got yesterday," said he, "read it."

I started to read while he went on:

"My boy is a graduate of the school that sent me that letter, and I want you to answer all those questions they ask. And mind you," he continued, "that answer must be a good one. Do you think you can handle it?"

Could I handle it? Well, I was certainly willing to try when I had once read the letter.

Here was a questionnaire from the faculty of a well-known school, stating that they were about to revise their course in arithmetic, and asking in detail a number of questions concerning the demands made on students by business houses.

He might just as well have asked me if I knew the way around my own home. And oh, the thrill of joy when I found myself actually ordered to go back into God's own country for a little while!

Well, I certainly spread myself on that letter. It is before me now as I write.

"Question No. 1. What mathematical facts do you expect boys and girls to know when they first enter your employ?"

And all the way down to:

"Question No. 12. Do you think arithmetic teaching as at present taught in the schools is a failure?"

You've seen these letters before, and probably you've wished the writer had left you alone. But, ridiculous as it may seem, I can honestly say that the writing of the answer to this questionnaire was one of the brightest spots in the entire first year with this concern.

I took my reply back to old S. R. and personally handed it to him. I was rather proud of it.

"Is it all right?" he asked.

"I guess so.—Yes, it is!"

Three days after this I was again summoned to his office. The Boss actually beamed as he called out:

"Say, your letter made a hit! They said it was the best one they got."

Even S. R. had a soft spot in his heart, I found; and this was his pride in his son. I wonder why it is that we don't use more often this not unnatural love of parents for their children as a means for becoming better acquainted with people?

Well, thereafter I certainly had a pull with the Boss; but I didn't like business any better.

Other occurrences took place that kept me wondering as to my real desire—whether to forget everything for the money I could get in business or to do what I knew I most cared for. I began to believe that if I could get some of my old associates into the business, we could get together by ourselves, occasionally, and revive old times.

Not that this finding of applicants would be difficult. Heaven knows I read applications every day from other schoolmen who "were quietly looking around for an opportunity to get into business where a man's future would not be limited by the nature of his profession." Yes, there were many such. But no one was taken.

It happened this way. We had a position open paying about \$3,500 as a start. I had in mind for this place an old friend—one of the brightest young superintendents I know. I was sure as to his ability; I knew his personality—was unusually pleasing, and he had told me when I resigned my superintendency that he envied me my good fortune.

So I sent for him.

I took his application, and then went up to see my immediate superior, the operating manager.

He gave me a quick look as I urged the wisdom of my choice.

"Send him up," said he.

Twenty minutes later my friend walked in and told me I was wanted upstairs.

"How did you make out?" I asked as I left the office.

"Nothing doing," was the reply. "Go ahead and see him."

Well, I certainly was sore, but I went on up.

I found my man, as was his custom, standing at the window, twisting and untwisting the cord of the window shade.

"Sit down," said he.

As I obeyed, he went on:

"You've made good," said he abruptly, "so you needn't take in a personal way what I'm going to tell you. Your friend is a mighty bright young man. I don't want to hurt your feelings, but frankly, I want to tell you that professional men—teachers, ministers, lawyers, doctors and all the rest, are not wanted in business."

"Not that there is anything the matter with them," he went on quickly as he saw me turn red; "but temperamentally, they are unfit for the demand business makes on a man. Now and then you can take a chance and get away with it; but it's always a chance. The whole manner of life of the man necessarily changes; his ideas, his thoughts, his family relations, his hours, his freedom of movement—all change. And it is a terribly difficult thing for a successful professional man to make the change without a marked letting down of his mental ability.

"I'd like to employ your friend; he is a nice fellow. But I cannot afford to take chances."

I went back to my office with the realization that my Boss was a pretty wise man; and with a good deal more respect for him than I had before entertained.

Long ago he left his \$18,000 job with this company to go to another at \$30,000. I'm to lunch with him next week, and I'm going to remind him of this conversation. I can see the twinkle in his eye, even now; he'll knock the butt of his cigarette against his wrist and just chuckle.

Well, I'm not afraid to tell him he was right—as usual.

And I'll say right here that this old Boss of mine was a good schoolman gone to waste, from a school standpoint. He had the human instinct that inspires loyalty in his inferiors in office; you were always sure of a hearing, and when he differed with you or said no, there was missing the sting of refusal that some executives seem to feel an intrinsic necessity as a part of their power. Yet he certainly had nerve; more than once at a superintendents' meeting I've seen him look his own Boss—old S. R.—squarely in the eye, and tell him it wouldn't be done. And he got away with it, too. Had he been a schoolman, I'll venture to say he would have had no troubles in discipline; and there are mighty few school boards that would ever have bullied him very far, either. They wouldn't have dared.

Conditions in labor in the city became worse and worse as the summer went on; the war was at its height. Our men were being drafted and were enlisting right and left. I had a two weeks' vacation coming to me, but I didn't dare go away. My Boss had left; there was a new manager, and all the politicians were busy at work, reorganizing their forces, making new alignments, and sharpening their tomahawks. Added to that, the fall season was coming on; it was necessary to add five hundred employees and the scum of the city's floaters was all we could find in answer to our frantic want ads.

One day old S. R. sent for me again.

"Got to do something quick," said he; "go out and grab off some of these aspiring young women schoolteachers and shoot 'em into the office divisions."

Then we began canvassing for teachers. And we certainly had no trouble in securing them.

We started them at \$20, with a promised raise to \$25 in three months, and a bonus payable every thirty days they stayed on the job.



MR. J. W. STUDEBAKER

Superintendent of Schools-Elect, Des Moines, Iowa. The resignation of Superintendent Z. C. Thornburg from the Des Moines schools in April was promptly followed by the promotion of Mr. Studebaker from the position of assistant superintendent to the position of chief executive of the school system. Mr. Studebaker is widely known not only as an able executive but as an expert in standard tests of teaching products.

And here's one little suggestion I want to make to some of you harried school superintendents.

If it is true that 150,000 school teachers left teaching last year to go into business, I'm willing to make a small wager that a good big percent of them are sick of their bargains. Go and put a blind ad in the paper. Advertise your hours—thirty per week. Advertise your pay, not by the year but by the week. Advertise the teachers' vacations, your retirement funds, the character of their associates, the attractiveness of their surroundings. Advertise the one session days; the tenure of service, the yearly contracts. Advertise as a business man would.

And if my own experience as an employment man is any criterion, you'll find them come trooping back.

For, friends and fellow citizens, of the nineteen teachers I hired as potential executives in the summer of 1917, eighteen left us inside of two months. And the reasons for leaving, which the nature of my position obliged me to catalog, were as follows:

To return to school work in new towns—17.

To be married—1.

And the teacher who didn't leave was fired a little later; her department head told me she made "too many mistakes in judgment!"

I talked with these teachers—all of them before they left. And in each case, practically, the answer was the same:

"The company is all right, and there's a future here. But I can't stand the hours, and you have to work every minute of the time."

Comment is unnecessary. You can say what you please; but I've been on both sides of the fence and I've seen it from both sides. The pot of gold at the end of the trail is there for those who are temperamentally and physically fit to make the journey. But there's work in business as well as in teaching; and *don't you forget it!*

There's many a hard working schoolman who looks toward these business positions with the thought that the end of the day means surcease from work and worry. He believes, as I used to believe, that the worry, the anxiety, the nagging of the every day problems that are certainly found in school work, are in business confined to business hours, or at the most merely a matter of incidental speculation when the office door closes at five o'clock.

I never found it so, and I don't believe anyone who holds any really worth while position in any line of work finds it to be true. On the whole it seems to me that any such position implies responsibility, and responsibility implies care and anxiety; and you cannot lay aside responsibility any easier in a business position at the end of the day than you can in a school position.

The summer which I have mentioned as a critical time in my line of work wore away, somehow, and the first signs of fall were in the air. Late one morning I received a telegram from one of our buyers advising me of the completion of a housing contract in a certain country town not far from Philadelphia. We were short of carpenters and I took the first train out.

For a moment I wondered at my train companions as I entered the car. There were half a dozen fresh-faced, eager-eyed young chaps, boisterously calling greetings, and slapping each other on the shoulders as the train pulled out. Then it came to me in a flash—school was about to open and here the boys were on the way back.

I closed my eyes for a long moment as I recalled other years when I, too, had gone back with similar other young fellows. I could not help contrasting my present day's work with my old occupation; the speculation with the boys

as to football, the final arrangement of the program, the meetings with those teachers, my good friends, after the summer's separation.

And with a sudden pang I thought of my own little boy who had been a trifle fussy this very morning, because "he had to go to school again, and he wished I could walk over with him." And my little girl who said "she wished her Daddy could take just one day off to see her go into her new grade from the kindergarten."

"This is so different from the way it used to be."

And so I plunged out of the car into the station as we drew into the town and went off down to the yards to spend the hot, long day in bickering with men who didn't want work; who wanted something for nothing, and made no bones about it—a dusty, sweaty, ill-smelling crew.

What a contrast!

I was thru at five o'clock and walked back uptown, down the long street, and stood for a moment beside the fence that removed the school from the sidewalk. It wasn't much of a place—just the old eight-room, square type with the big yard and the long grass, which you see in the country. Probably the principal didn't get over \$1,200 a year. And most likely he would have envied me had he seen me standing there beside his school. But, I tell you, I envied him; and I thought of him that night as the train bore me back to the city.

And so it went on week after week. Always there was something ahead of me in my own work, but always there was the ghost of the old days at my elbow. I couldn't shake it off.

Promotion came in this company, and a while afterward a really unusual opening was offered me in another city. We packed our furniture, said good-bye to our friends, and moved. Businessmen have to move as well as schoolmen! And it costs just as much, too.

The work in my new position carried me in schools to a considerable degree. I remember very vividly my experience with one grammar school principal, whom I met in this way. He told me in his office that he was "sick and tired of school work; that he wanted to get out of it and get a real job," and asked me to show him how.

I asked him to come around to the house that night.

He came, and I told him what previously I had hardly confessed to myself. And his remark was rather picturesque.

"Do you mean to say you'd give up your job to go back into school work?"

"I'm not sure."

"Well, you must be crazy to think of such a thing!"

So that was the way schoolmen would talk, was it? I went back to work; but daily there kept growing on me the desire of coming out flatfooted and saying I was going back.

The money in my job couldn't buy contentment. It couldn't replace my hours with boys and girls, and all the home associations my work had forced me to leave behind. I wondered still more.

Then one day it happened.

I was riding downtown with the manager of one of the public utility companies in the state. As we were talking his paper fell open in his lap. And in one corner under state news was the heading—"Principal Resigns."

We reached the corner and my friend stepped from the car.

"Look it over," said he as he dropped the paper in my seat.

Guiltily, almost, I read thru the account, and some way, all day long, the thought haunted me



HON. VERNON M. RIEGEL

State Superintendent of Schools for Ohio, Columbus, Ohio.

The promotion of Dr. Riegel from the position of assistant to the office of State Superintendent of Instruction for Ohio is the logical result of his splendid services in promoting rural and village school improvement. Dr. Riegel is a native Ohioan and has spent his entire professional life in Ohio schools.

"There's a vacancy. It's near your old town. Go, get it!"

"Go, get it"; the idea was with me at lunch that day. It was with me that afternoon at the weekly conference of the superintendents. It was with me that evening when my wife met me in the city for dinner. I was on my way to a neighboring city to speak at a meeting of manufacturers.

As I rose from the table, I observed to my wife, "So and So has quit."

"I wonder why?" said she.

And a moment later:

"Why do you speak of it?"

"Oh, no reason particularly."

As I left her at the station to board my train: "That's a nice town your friend lived in," said she.

I turned and looked at her, and she looked at me. And right there and then it was settled, tho no word was spoken.

Yes, we'd be poor again; we'd have all the work around the house to do, and the new car would be further away than ever. But we would be happy, and contented again, back in our own old home customs, back on the old job.

There was no particular difficulty in securing the position. Frankly, my hardest obstacle was to convince the board that I really meant business. They couldn't understand why anyone should want to leave a good business position to go back to school work at a lower salary. Perhaps it's because they have never taught school!

I recall one circumstance connected with my interview with the board that illustrates what I have just said.

One of the members asked me a couple of questions about my past record; in some way the question of figuring turnover in employment came up. We began discussing this. Most of the board were pretty substantial business men. Several were large employers.

One question concerning employment problems led to another, and before I knew it we were all far away from school work and discussing various percentage tables that were interesting enough from their own standpoint but decidedly remote to the matter with which I was most concerned.

Finally one of the board pulled up with a jerk.

"This is all very interesting, but we're here to hire a man to run our school—not a superintendent of employment."

The others laughed.

Said one:

"Well, if he falls down here as a school principal he can come down to me any time he wants in my plant."

And then he turned on me with the remarkable question:

"Do you really want this place in our schools?"

Why, of course, I did; but it was not until I had given my word I would stay in the position several years that they elected me.

This should be the end of the story, but it isn't.

I had the position I wanted, but there were several ordeals ahead which I cordially dreaded. It is not hard to guess at least one of them.

Frankly, I didn't know how to explain to my old school associates the reason for my return. I was afraid they would listen to me with a smile, and say, "Oh, well, you're a good schoolman, anyway. Don't you care if you didn't get ahead in business?"

This was one such ordeal—a perfectly natural supposition, too—and a man would have to be pretty thick-skinned not to dislike the prospect of facing it. You can see that for yourself.

Again, and you will pardon me for being exceedingly personal, I wondered how I could possibly explain matters to my family.

I came from a family of teachers, and well did I recall the remark my own father had made to me when I had first taken him through the plant:

"Well, son, I realize you'll soon make twice as much money as I've ever made. Perhaps I made a mistake in teaching school all my life. But I don't blame you for leaving school work—if you'll be happy here."

I hated to confess to him that I had been mistaken all the while. What would he think of my judgment? As we grow older, I think we grow a little more thoughtful, particularly when we have children of our own. I know my little boy wants me to be proud of him; and I valued my father's confidence in the same way.

And so I worried a little, and waited, and kept my change of plans a secret.

But one afternoon I was called to the telephone, and over the wire came the sharp query of the plant superintendent:

"What's this I see in the 'Record' about you?"

I didn't actually know, but I could make a pretty good guess, all right.

And in a few minutes my chief-clerk came in. In his hand was one of the afternoon papers. A glance was enough.

News travels fast.

I walked across the yard and into the superintendent's office and told him I was thru.

"You're crazy," was the somewhat emphatic remark. "Plump, raving crazy."

He was too fine a man to fight with, and anyway, I wanted to leave him as a friend. I tried to explain. But it was no use.

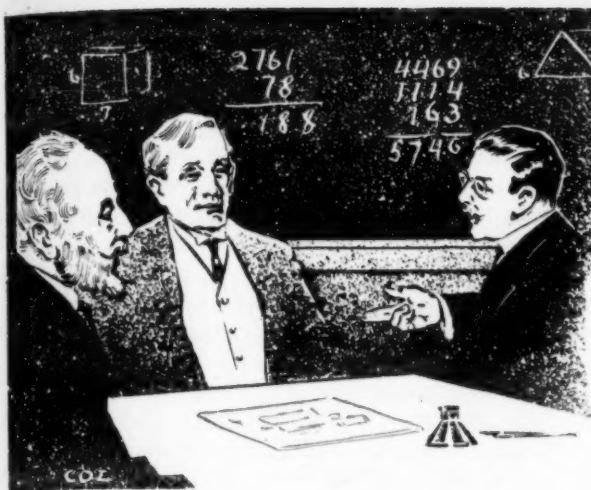
I wrote him a letter of resignation. It has never been accepted. If I don't hear from him pretty soon, I think I'll bill him for my vacation money!

Two or three days later—this was in July and I stayed in the plant until September, a letter in my father's familiar handwriting came.

With mingled feelings of apprehension, and, I am ashamed to say, defiance, I opened it.

And here is what he wrote. I commend it to you who sometimes wonder how fathers feel towards their grown up sons. I commend it to you who wonder whether all this school work is worth while.

(Concluded on Page 111)



Why is a School Board?

Edith V. Alvord, Member Board of Education,
Highland Park, Michigan

Whether the new era has dawned, is dawning or about to dawn seems uncertain, but all are agreed that the old order is in some process of rapid change and readjustment, and since the reconstruction of all institutions and customs is the order of the day, it is not surprising that even so time-honored an institution as the school board should come in for its share of criticism and investigation. In a December number of *The Independent* there appeared a scathing denunciation of the school board, under the caption: "Why is a School Board?" the material for the article having been gathered from letters sent broadcast to superintendents and teachers. Now since I have no desire to be boiled in oil, as was suggested as a suitable punishment for being a board member, and since never to my knowledge have I played politics—excepting perhaps very mildly in club elections—since I have never demanded toadyism from school employees, nor consciously assumed a haughty attitude toward teachers, nor thought more of giving a local contractor a job than paying teachers what they are worth, and since board members I know are not guilty of the above mentioned sins, it seems fitting to consider these criticisms and others set forth in this article from a board member's point of view.

"They love to boss," declares the article. It is my opinion that is a characteristic not confined to any one class of people, in fact it is a trait rather well-developed in the teaching profession, and I am frank to acknowledge that my own ability in that line was acquired while a schoolma'am.

Wrote one teacher in answer to the question: "A relic of the past, perhaps. We hear a good deal about the qualifications of teachers, but who ever heard about the qualifications of a school board? School boards are sometimes elected by the people and sometimes appointed by the mayor. Both are absurd methods, because personal feelings and politics are bound to enter into both." Wrote another: "A school board is designed to make schools less efficient," and yet another, "Since school boards never agree, rarely encourage, always find fault, never give constructive criticism, forever 'lord it,' why endure them?" Many simply wrote: "A school board exists for the purpose of managing the business of the schools, that it should provide for building and equipment and maintenance, that it should pay the janitor and put coal in the bin."

Actuated by Honest Motives.

No doubt the criticisms have been and are true of some school boards—perhaps in some instances are the rule rather than the exception, yet I believe that enough school board members are actuated by honest motive of service to the community to make us hopeful for the future.

There are always two sides to a question, so may I also quote from a short article on "The Joy of Membership on the School Board," clipped from the *School Board Journal* and taken from a newspaper article which appeared in the *Fort Collins, Colorado, Express*, over the signature of Mr. F. L. Watrous, a member of the local school board. The article was written in the midst of a campaign for a bond issue for a new high school building.

"I don't suppose there are any large number of persons in district No. 5, so imbued with the spirit of self-sacrifice and brotherly love as to openly covet and yearn for the honors and emoluments attending the office of school director. It would take a mighty brave man to voluntarily collar that job and walk off with it and tho in an unguarded moment one may allow the office to attach itself to him the chances are very shortly in his sober, saner after-thought he would gladly trade the job for a hound pup and then pay some philanthropic person five dollars to kill the pup. Over the office door of school director should be written 'Ye who enter here must leave behind your peace of mind, your own business, and your joy of life and give your best thought, your time, and energies for the benefit of the public.'"

It is said that it always helps a situation to look facts squarely in the face, so let us acknowledge our sins of omission and commission and consider remedies.

Some of the above complaining teachers suggest that school boards are "a weird tradition—let the school executives be responsible to the people." What would be the result if the citizens elected the superintendent, or if he were appointed by the Mayor, or the State? Surely then the superintendency would become a political plum, sought after by undesirables, also with entire school control in the hands of one person, the superintendent, the danger of autocracy would certainly be greater than with a board. The whole situation seems impossible, so let us dismiss that solution and agree that the board is necessary, tho it may be a necessary evil.

Interested in Progressive Education.

Another suggestion made is that the board members be appointed by some one outside the place where the board is to function—again by whom? The State Board, the Governor? And, again such appointments would be political, so that seems equally impracticable. Shall we agree that a small school board, elected at large, is the best method and freest from politics? Some scheme should then be devised to arouse the people interested in the schools to their responsibilities and the necessity of getting out to vote at school elections. It is never difficult to find out the qualifications of men and women up for election.

Just a word here as to qualifications. I believe the most successful board will be made up of members not only of business ability but also of members interested in progressive education. Naturally I believe women have a real place on boards of education, especially if the board is to stand for educational ideals as well as for perfectly equipped buildings, filled coal bins and efficient janitors.

The most conscientious man in the world cannot bring to some of the problems of childhood the intimate understanding that women can. In most homes father and mother divide responsibilities—surely the two viewpoints may be utilized in school administration. A woman member can make a mother's appeal to mothers, and, if she is the right kind of woman, she can be a great help to teachers. She can see their problems as well as the children's from a woman's viewpoint. Then, too, women are accustomed to working without salary. May I also suggest that men and women up for election as board members be not too old and set in their ways? I heard a speaker say the other day that one of the difficulties in our politics today is that men attain high office when they are so old that they are immune to progressive ideas.

Tho my own school and college days do not belong to the too dim and far-distant past, I discovered when I became a member of the Board of Education that educationally I was a back number, and one of the real pleasures of being a board member has been the opportunity to become posted on new ideas in education. Therefore, I heartily advocate the attendance of board members at educational conventions. It will react to the advantage of the whole school system. Then when Mrs. Black calls up to denounce silent reading, the wasted time in the gymnasium, the Courtis tests, etc., ad infinitum, the board member is able to explain pleasantly what she learned about those subjects and their importance at the convention. Mrs. Black is interested if not convinced—spreads the news to Mrs. White and thus propaganda of contentment is spread.

At the Milwaukee meeting of the National Education Association one of the speakers said—"The business of running schools is an expert business. The business of a school board itself is not to run the schools, but to see that they are run. The tendency on the part of many private citizens to regard themselves as quite capable of running the schools is one of the commonest and saddest manifestations of non-technical interference in technical public business to be found anywhere in American life." Let us then consider qualifications of board members more carefully than we have been wont to do.

The regular business of the board is often conducted thru committees, but much more efficient work, better understanding of the school system as a whole will result if the work is done by the board as a whole—acting as does a board of directors of a business corporation, special committees may be appointed from time to time for some detail work. If all of the work is done thru committees, too often it is difficult to get together and the chairman makes decisions, which coming as recommendations from the whole committee are passed without sufficient consideration.

Shall We Curse or Pray?

The board elected, and in working order, the superintendent is the next consideration. He must be an expert on educational questions—if he is not, as quickly as possible hire one that is, then trust his judgment on curriculum, textbooks, discipline, teachers and salaries. That this is not customary gives rise to the most frequent criticism from teachers and superintendents. This does not mean blind trust, nor that it is unnecessary for board members to be well-informed. Good superintendents will welcome the interest of board members, and there surely is no harm in discussing textbooks, courses of studies, pet hobbies with superintendents, principals and teachers, but no board member should presume to dictate to the experts they have hired on these questions. Another criticism frequently made by the teachers consulted is that teachers cannot go freely to boards and state their difficulties and get a square deal. "Does a school board ever ask a teacher's advice? Should it? I never heard of such a thing. I should drop dead if I were to be so informed. School boards are not schoolmen and women. Rarely one finds an old teacher, but most infrequently. Boards are made up of business and professional men, doctors, lawyers, merchants, and now and then a minister. Were they school people they would be eager to get the scholastic slant on any problem that presented itself. But their slants are anything but pedagogical, or scholastic. The merchant member treats the teachers as if they were clerks, the doctor as if they were patients, the lawyer as if they were clients, the minister as if they were vile sinners and he must lead them to the light. School boards—shall we curse or pray?

In my own limited experience this is not true. Teachers should be able to talk out their individual difficulties with their principals and superintendents—if it is a question of general policy, I certainly would never object to having such questions presented to the board by representatives of the Teachers' Council. The average board of education would be delighted if not only members of the Teachers' Council, but parents would attend meetings occasionally to get a glimpse of the inside workings. There are, however, executive sessions at which salaries, certain individual teachers' qualifications are discussed, when it would not be fair to have the larger group hear the discussion—it would make for greater dissatisfaction than no representatives at all.

There seems to be a general feeling that board members and superintendents resent initiative on the part of teachers. There is a theory, too, that editors despise budding poets and novelists when in reality it's a joyous day when a new genius appears on the horizon of any editor. So with schools. So superintendents welcome real initiative and thank God the teacher happened to be in their schools instead of those of a rival city. Now, there is a difference between real initiative and a desire merely to be different which may upset the whole system. One day visiting a certain school the prin-



DR. LOTUS D. COFFMAN
President of the University of Minnesota.

icipal said: "I'm sorry you did not come in early enough to visit Miss Blank's room. She is working out some very interesting ideas of her own. I'd be sorry to see some of my teachers try them, but Miss Blank seems to make them work."

Impress Public With School Idea.

A few days after that I heard of a teacher who was leaving our school system because her personal initiative was being crushed. Some way I doubted that being the real reason. Now, in my humble opinion there is lack of salesmanship all along the line. Whatever is to be put across today, during the war Liberty Bonds, since the war community chests, millions for colleges, millions for churches, all depend upon publicity and the selling of the idea to the public. The teacher who left our system had failed to sell her ideas of initiative to principal or superintendent; the superintendents who wrote so frankly their criticisms of boards of education to *The Independent* in so doing also revealed their own weaknesses—they had failed to sell their school ideas to the board members—I'll admit board members need open-mindedness perhaps more than any other one quality, but the more difficult the board, the more skill and diplomacy necessary, and the greater the triumph when success is attained, the skilled diplomats cannot easily be procured for the salaries now paid superintendents.

It always interests me that a man who manages a factory where automobiles are made receives from \$50,000 to \$75,000 a year, but a man who molds human clay into citizens who may become managers not only of automobile factories, but may rule destinies of nations, rarely receives more than \$5,000. In order to atone for past mistakes we may have to pay some superintendents much more than they are worth in order that eventually we may attract to the profession these skilled diplomats who will make over the school boards and dent even the hardest heads. The idea sold to board members—they must not leave all the salesmanship work to superintendents who may be criticized as exploiting themselves. Instead the board members' part should be to encourage the teachers, principals and superintendents in selling the schools to the people. We, as board members, must have faith in the new school, must be in sympathy with new educational ideas. Too often schools are so conservative that they lag far behind, for instance witness the growth of

private business schools and the reluctance with which schools embodied commercial courses in their curricula. The schools should lead the procession, and they will if the public mind is changed by proper publicity.

Dallas Lore Sharp, writing in a recent *Atlantic*, says, "We have better buildings, better teachers, better salaries—even better salaries—than public sympathy and support. Poorer than

(Concluded on Page 109)

L. D. COFFMAN, PRESIDENT-ELECT OF THE UNIVERSITY OF MINNESOTA.

The election of Dr. Lotus D. Coffman to the presidency of the University of Minnesota is a distinct tribute to the American system of public education. President-Elect Coffman is a public school product and public school man in every sense of the word. His educational experience includes teaching in a rural school, 1895-96; principal and superintendent of schools, Salem, Indiana, 1896-1905; superintendent of city schools, Connersville, Indiana, 1906-09; director of training school in the Illinois State Normal School at Charleston, Illinois; supervisor of the Training School, Charleston, Illinois, 1911-12; professor of educational administration, University of Illinois, 1912-15; dean of the College of Education, University of Minnesota, 1915-20.

The many positions of leadership awarded to Dr. Coffman bear eloquent testimony to the early and continued recognition of his ability, both as an educational administrator and as an educational expert. He has been director of the Illinois State School Survey, director of the Social Survey, director of a survey of High School Teacher Training Departments of the State of Minnesota, chairman of the committee appointed to make a survey of the University of Minnesota in the winter of 1920, a member of the commission appointed to survey higher educational institutions in North Dakota, president of the Minnesota Education Association, secretary of the National Education Association, member of the Committee on Emergency in Education Created by the War, president of the National Society for the Study of Education, president of the Society of College Teachers of Education, alumni trustee of Teachers' College. During the war, Dr. Coffman was summoned to Washington to act as adviser to the Surgeon-General in directing the work of physical reconstruction for disabled soldiers. Altho in recent years Dr. Coffman's work has been largely in the field of higher education, his early interests and many of his most significant contributions have been in the field of elementary education, as the following list of his writings shows: *Reading in the Public Schools*, 1908; *The Social Composition of the Teaching Population*, 1911; *How to Teach Arithmetic*, 1913; *The Supervision of Arithmetic*, 1915. Dr. Coffman is editor of an educational series published by D. C. Heath & Company, a member of the board of editors of *Educational Administration and Supervision* and joint author of a three-book series of arithmetics now in press.

The breadth and completeness of President-elect Coffman's professional preparation is evident from his training. He graduated from the Indiana State Normal School in 1895 and later received the following degrees: University of Indiana, A. B., 1906, A. M., 1909; Columbia University, Ph. D., 1911. He is a member of the honorary scholastic society, Phi Beta Kappa; of the honorary scientific society, Sigma Xi; of the educational professional fraternity, Phi Delta Kappa; of the fraternity, Phi Gamma Delta; of the Minneapolis Rotary Club, and of other educational, civic and scientific associations.—*Fletcher Harper Swift*.

THE CITY SCHOOL REPORT

H. C. Hines, Iowa State University

"There was a time," says Dr. Strayer,¹ "when it was customary for school boards or school committees to make a report consisting largely of a statement of their activities in hiring teachers, in building and equipping school plants, and in visiting the schools. . . . Today there are many people who judge the efficiency of a school superintendent by his ability to satisfy any inquiry" thru the school report.

What Prof. Strayer has pointed out is particularly true of the city school superintendent. Within the past few years the preparation of the annual report has become a fine art and the report itself is no longer solely a vehicle to transfer to the board of education a superintendent's high opinion of the work he has accomplished, but has become very largely the medium of expression from the superintendent to the public. This development led the writer to make a study of the school report, to trace its evolution and to point out its present characteristics.

Early School Reports.

An examination of early reports of the city school systems shows the dates of issue of the first ten to be as follows:

Philadelphia	1818
Cincinnati	1829
Cleveland	1834 or 1836
New York	1843
Rochester	1843
Syracuse	1847
Chicago	1853
San Francisco	1853
St. Louis	1854
Brooklyn	1854

The first annual report of the superintendent of the Chicago city schools covered the school activities of the year 1853-54. It consists of twenty-four pages, with no illustrations, and is addressed to the "Board of School Inspectors of Chicago." The superintendent indicates the "want of system, and consequently a want of progress in the schools," when he was chosen to be the educational leader. He outlines a survey which he conducted, consisting of the examination of all pupils from the elementary grades thru the grammar grades. "The results," he explains, "were not equal," but "it was easy to determine which schools had made greatest proficiency." He makes a strong appeal for the support of education. He requests the parents that they see that their children attend school. He compares the Chicago schools with those of Boston, New York, and Philadelphia, much to the discredit of the Chicago schools, and concludes: "This city, therefore, should so elevate the character of its public schools, as to become like a light set upon a hill, radiating with wonderful brilliancy thruout the Western World."

An Early St. Louis Report.

The fourteenth annual report of the St. Louis public schools was issued in 1868. The first twelve pages are devoted to the president's report; the next four pages to the superintendent's report; the principal's report follows, covering the next ten pages; four pages are given over to the normal school, sixteen pages to the high school principal's report, twenty pages to district schools, six pages to evening schools, four pages to the first assistant superintendent's report, eleven pages to German instruction, ten pages to the course of study and six pages to miscellaneous. There are six illustrations (photographs of buildings). The

appendix is composed of: School laws, rules of the board of directors and superintendent, list of real estate leased by the board, location of schools and lists of teachers, annual reports of the secretary and a list of textbooks.

Cincinnati's Report of 1876.

The 47th annual report of the Cincinnati public schools was issued in 1876. It consists of 475 pages with no illustrations. The first 202 pages are devoted to reports from: The president, the clerk, committee on funds and taxes, treasurer of the public library, principals of Hughes and Woodward high schools, the superintendent, supervisors of penmanship, drawing and music, and the normal school. The next 59 pages are occupied by questions for examination, followed by 39 pages on the history of the Cincinnati public schools. Eighty-four pages are then used to describe the duties of the board and committees, 45 pages for courses of study, five pages for school time tables, two pages for daily salaries, sixteen pages to names of teachers, salaries, and places of residence, and 25 pages for a general index.

Classification of Reports.

All of the earlier reports may be classified as historical, altho there were instances of the "seeping in" of propaganda. The historical report is usually prepared for the board of education, intended for file in the archives, and to be distributed to those officially or morally entitled to copies. It contains a resume of the work of the schools for the year past, a statement as to the condition of buildings, apparatus, etc., and tables of educational data which may be of use to succeeding boards and succeeding superintendents.

Another type of report which has developed during the past twenty years is the report devoted entirely to propaganda. It is published to influence and control public opinion and is issued as need arises. Supt. Spaulding's Newton (Mass.) reports are of this classification, and "The Book of Educational Exhibit of the Greenwich, Conn., Schools," published June 1912, is a good example. A combination of the historical and the propaganda reports is not unusual now.

Later City Reports.

An examination of the Chicago school report, published in 1913, shows a decided change after a lapse of sixty years. It consists of 370 pages, with eleven illustrations, and is addressed to the "Members of the Board of Education." The first five pages are occupied by the president's report, the next 35 to the report of the secretary, and the next 40 to the report of the finance committee. Thirty-seven pages are given over to the report of the superintendent, and the remaining 228 pages are occupied by reports from special districts, special departments and special schools. Fifty-one pages are devoted to statistics on enrollment, attendance, promotions, nationality, age-grade, cost per pupil and teachers' salaries. The superintendent's report proper again expresses a "want of system" in the matter of textbooks and urges progress in increasing teachers' salaries. Some attention is paid to vocational education which she calls a "new type of education."

After fifty years the type of report issued by the St. Louis public schools has changed materially, also. The St. Louis report for 1916-1917 is a massive volume of 687 pages, with no illustrations, and is printed in book form on

book paper. It consists of the organization of the board of education, the report of the president, a memorial to a former superintendent covering 38 pages, the report of the superintendent covering 336 pages, the report of the secretary-treasurer, and the reports of the auditor, commissioner of school buildings, supply commissioner, and the Jessie Parsons Blewett Fund. Ten graphs are exhibited, dealing with: Apprentices in the schools, expenditures by classes, form in penmanship, general fund—receipts and expenditures; receipts and disbursements, speed in penmanship, and tests in penmanship. There are 354 pages of statistics, treating such subjects as: Advancement of pupils, enrollment, attendance, beginners, nationality, school census, age-grade, cost per pupil, employment of pupils, distribution of pupils, graduates, losses and gains, registration, salary schedules, textbooks and tuitions.

The Cincinnati report for 1913, as compared with the one issued in 1876, has 175 less pages and carries five illustrations. The first eleven pages contain the report of the committee on funds and claims, the last eighteen pages are devoted to the report of the business manager, and the remaining 270 pages are given over to the superintendent and special departments and schools reporting to him. There are five graphs concerning employment of boys and girls in industry, and 23 pages containing statistical tables. The subjects of these statistical tables are: School census, distribution of teachers, enrollment, losses and gains, attendance, promotions, distribution of pupils, teachers' salaries, tuition, cost per capita, and age-grade.

Composition of New Reports.

The writer made a careful analysis of 100 city school reports, using the last number issued by each city school system, when available. These 100 reports were considered on the basis of the following characteristics:

1. Number of pages.
2. Number having cover designs:
 - (a) Cuts.
 - (b) Illustrations.
 - (c) Printed letters.
3. Kind of title:
 - (a) Short.
 - (b) Long.
 - (c) Does it arouse interest?
4. Color of cover.
5. Kind of stock in cover and body.
6. Number of illustrations:
 - (a) Appropriate?
 - (b) Good prints?
7. Arrangement of material:
 - (a) By chapters.
 - (b) By sections.
 - (c) Neither chapters nor sections.
 - (d) By parts.
8. Paragraphing:
 - (a) Short.
 - (b) Long.
 - (c) Uniform.
9. English:
 - (a) Easy to read.
 - (b) Difficult to read.
10. For whom intended:
 - (a) Board of education.
 - (b) Public.
 - (c) Both.
11. Kind of report:
 - (a) Historical.
 - (b) Propaganda.
 - (c) Both.
12. Size of volume.
13. Size of body-type.
14. Content.
15. Graphical representations:
 - (a) Number.
 - (b) Subject of.

¹G. D. Strayer, Records and Reports, Cyclopedia of Education, Vol. V, p. 126.

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16. Statistical representation:

- (a) Number of reports.
- (b) Character.
 1. Simple.
 2. Complex.
 3. One thing to table.
 4. Pertinence.
 5. Arrangement.
- (c) Subjects treated.

Altho one report covered 687 pages and two occupied but fourteen pages each the model number of pages was found to be 75 while the medium number is 101.

Ten reports carried special cover designs and 90 bore the usual printed letters (47 with cuts and seven with illustrations).

The titles were short in 59 cases and long in 41.² Four titles were designed to arouse especial interest.

The colors of the covers were distributed as follows:

Gray	26
Brown	18
Tan	14
Green	11
Cream	10
Buff	8
Blue	8
White	2
Bound Copies	2
Purple	1

The covers of 39 reports had been selected from good stock,³ 61 from poor stock. Forty-six reports were printed on paper of good grade, while fifty-four were printed on paper of poor grade.⁴

Forty-six of the reports carried illustrations, 54 having been printed without illustrations. Some reports contained but one, while one report contained 50. The usual number was three, while the median number was found to be eight. All of the illustrations were good prints, and of the forty-six reports which contained them, but six exhibited inappropriate illustrations.⁵

In arrangement of material, one report was divided into "parts," one into chapters, 84 into sections, and fourteen had none of the three, being entirely devoted to the report from the superintendent only and being continuous. Of the 84 divided into sections, 42 contained sections uniformly arranged and an equal number not uniformly arranged.

In 65 of the 100 reports, the paragraphs were short, 53 uniformly so and twelve not uniform in that arrangement. In 35 of the reports, the paragraphs were "too long,"⁶ five of them uniformly too long and 30 not uniform in length of paragraphs.

The English was easy to read and particularly free from technical wording and discussion in 67 reports; in 33 reports the style was stilted and the thought difficult to follow.

One report was prepared for the public, eighteen were prepared for both the public and the board and 81 were addressed to the board only.

Sixty-five reports were historical in character; 33 contained both historical and propaganda material, and two were purely propaganda reports.

Six inches by nine inches is the prevalent size of school reports, ninety of the one hundred reports affording those measures. Three were five and one-half by nine; three were five and

three-fourths by eight and one-half; two were six by eight and one-half; one was five and one-fourth by eight; and one was five and one-half by seven and three-fourths.

The type sizes of the body of the report were distributed as follows:

Type-size.	No. Reports.
8-point	4
9-point	16
10-point	23
11 point	38
12-point	19

Content of Reports.

Content.	No. Reports.
1. Report of the superintendent.....	100
2. Reports of school departments.....	64
3. Lists of graduates.....	36
4. Reports of special schools.....	34
5. Lists of teachers.....	31
6. Report of treasurer.....	27
7. Report of secretary.....	23
8. Report of the board.....	17
9. Report of the president.....	16
10. Course of study.....	14
11. Graduation programs	14
12. List of textbooks.....	13
13. Report of business manager.....	10
14. Report of the clerk.....	8
15. Rules and regulations of the board....	7
16. List of teachers' salaries.....	7
17. Reports of assistant superintendents...	6
18. School calendars	5
19. List of engineers and janitors.....	5
20. Description of buildings.....	4
21. Report on teachers' pension fund.....	4
22. Report of manager of buildings.....	4
23. Summary of entire report.....	4
24. Report of parent-teachers' associations.	3
25. Directory of buildings.....	3
26. War activities reports.....	2
27. List of pupils.....	2
28. Excerpts from school laws.....	2
29. Report of teachers' federation.....	1
30. Report of mothers' club.....	1
31. Report of ladies' advisory committee..	1
32. Report of alumni association.....	1
33. Report on school census.....	1
34. Report on school savings.....	1
35. Report of publicity committee.....	1
36. Report on social center work.....	1
37. Reprint of child labor law.....	1
38. Map of the city.....	1
39. Report on rating of schools.....	1
40. Report of public lectures' committee..	1
41. Report on school survey.....	1
42. Reprint of school charter.....	1
43. Early history of school department....	1
44. Resolutions adopted by the board.....	1

Graphs and Statistics.

Twenty-four reports carried graphical representations. The other 76 had no graphs of any kind. The prevalent subject for graphical treatment was easily "enrollment by grades."

But one report of the hundred did not carry statistical material. Of the 99 reports carrying statistics, the statistical tables of 46 were simple and easy to interpret, while 53 reports carried complex tables not easy for the lay mind to grasp.

The statistical tables of 52 reports included but one subject to each table, while the tables in 47 reports included more than one subject to each table. In 71 reports the tables were pertinent to the other material in the report; in 28 reports the tables were not pertinent to the other material.

The arrangement of statistical tables was mechanically good (could be read without turning the book around or without unfolding a sheet) in 55 reports. In 44 reports the arrangement was not good—the tables running the long way of the page, printed on "insert" sheets, too many tables to a page, or hopelessly jumbled.

Subjects of Graphs.

Subject.	No. Reports.
1. Enrollment by grades.....	11
2. Results of tests.....	7
3. Distribution of expenditures.....	3
4. Receipts	3
5. Expenditures	3
6. Distribution of pupils by grades.....	2
7. Distribution of administrative powers..	2
8. School census	1

9. Average daily attendance.....	1
10. Wages of girls and boys in industry..	1
11. War activities	1
12. Distribution of graduates.....	1
13. Preparation of teachers.....	1
14. Variation of height and weight of pupils	1
15. Rating of cost of schools with city government	1
16. Rating of cost of schools with other city schools	1
17. Promotions and failures.....	1
18. Scholarship of pupils for twenty years.	1
19. Comparison of teachers' salaries for eight years	1
20. Acceleration and retardation.....	1
21. Rating of teachers' salaries with other cities	1
22. Cost of schools per pupil.....	1
23. Health conditions of schools.....	1
24. Industrial occupations	1
25. Distribution of pupils' grades.....	1
26. Cost of repeaters.....	1
27. Increase in enrollment.....	1
28. Appropriations	1
29. Distribution of subjects.....	1
30. Grades attained by pupils.....	1

The graphs used were of four kinds: (1) the curve; (2) the circle; (3) horizontal bars; (4) perpendicular bars. Colors used were: (1) black and white; (2) black, white, and red; and (3) red and white.

Statistical Subjects.

Subject.	No. Reports.
1. Receipts and expenditures.....	81
2. Attendance	72
3. Enrollment	59
4. Value of school property.....	38
5. Age-grade tables	36
6. Promotions	34
7. Teachers' salaries	30
8. School census	28
9. Special schools	26
10. Losses and gains in enrollment.....	22
11. Special departments	21
12. Distribution of pupils.....	20
13. Cost per pupil.....	20
14. Distribution of graduates.....	18
15. Distribution of teachers.....	16
16. Distribution of pupils by nationalities.	13
17. Registration of pupils.....	12
18. Employment of pupils.....	9
19. Fuel schedules	8
20. Tuition schedules	8
21. Pupils per teacher.....	7
22. War activities	7
23. Cost of schools per capita.....	7
24. Results of tests	7
25. Complete analysis of expenses.....	7
26. Bond issues	6
27. Cost of textbooks.....	6
28. Insurance policies	5
29. Pupils' marks	5
30. Per cent of failures.....	4
31. Appropriations	4
32. Teachers' pensions	3
33. Juvenile court	3
34. Age-progress tables	3
35. Assets and liabilities.....	3
36. Growth in population.....	2
37. Age-sex distribution	2
38. Rating of expenditures.....	2
39. School savings bank.....	2
40. Rating of teachers' salaries.....	2
41. Rating of city population.....	1
42. Rating per capita expense.....	1
43. Division of time to subjects.....	1
44. Rating of average daily attendance....	1

Typical City Report.

Taking the medians and the highest frequencies resulting from the examination of one hundred city school reports, the typical report of the present time has the following characteristics:

1. Number of pages—101.
2. Number of illustrations (if any)—8.
3. Printed title with cut on gray cover.
4. Title short—not exceeding six words.
5. Cover and paper of poor grade.
6. Arranged in sections.
7. Short and uniform paragraphs.
8. English easy to read.
9. Prepared for the board of education.
10. Historical in character.
11. Size—six inches by nine inches.
12. Size of body type—eleven point.
13. Composition—reports of the superintendent and school departments.
14. No graphs.

²An arbitrary rule was followed. Six words constitute a short title, while titles with more than six words were called long.

³Stock was judged on the basis of durability. Cover stock which tears easily or body stock of newspaper grade were considered "poor" for an annual report, since they are largely intended for file among historical documents.

⁴The result of this particular part of the examination would no doubt have been materially changed if war conditions had not made it impossible at times to procure good print paper.

⁵The illustrations did not fit the "copy." They were not germane to the subject at hand.

⁶Paragraphs of more than ten lines were called "too long"; in mechanical composition, short paragraphs are considered a rest to the reader.

15. Statistical tables:

- (a) Complex.
- (b) One subject to a table.
- (c) Pertinent to other material.
- (d) Well arranged.
- (e) Subjects—receipts, expenditures, attendance, enrollment.

A study made by the writer early in the present year brought out the fact that the greatest emphasis of all publicity used by city school systems should be placed on the school report. That immediately raises the question as to whether the school report is all that it should be and could be. Of the characteristics of the typical school report, improvements can no doubt be made in: (1) grade of paper used; (2) purpose of preparation; (3) amount of historical material included; (4) the use of graphs; and (5) the use of statistics.

"The superintendent's report," says Hunter,⁷ "should be part of the general publicity program. . . . It should be addressed mainly to three groups of people:

1. The patrons and public supporting the schools. To them it should be an appeal, a stimulating and standard-setting statement of ideals to guide them in intelligent thinking concerning the ends and methods of public education.
2. The teachers. To them it should present a crystallization of the ideals growing up within the system and a general statement of the professional aspirations of the teaching body.
3. The members of the teaching profession as a whole. To them it should be a summary of the results of scientific experimentation and investigation.

"It has been suggested," says Dr. Snedden,⁸ "that the most general aim in the publication of school reports has been publicity." He states that, as a result of an analysis, the aims of school reports may be divided into four classes:

1. Simply a restatement of facts and figures collected for state or national statistics.
2. Presentation of statistics of education or other social phenomena in such a way as to interest and appeal primarily to the student.
3. Designed primarily for the use of the administrative staff of the school system.
4. Presentation of statistical facts for the layman of average intelligence but of more than average interest.

Still another view is taken of the purpose of the school report. "It should be the connecting link between the school and the public. It should tell in graphic and intelligible language just what the progress of the schools has been during the year, and what needs still remain to be met." The Survey Class further recommends that the following things be omitted from the annual school reports:

1. Lists of teachers, with salaries, grade, etc.
2. List of janitors, with salaries.
3. Description of schools and school property.
4. Schedules of lectures previously given.
5. Programs of teachers' institutes.
6. Necrology and early history.
7. Competitive examination questions.

The school report of the present day has usually eliminated the items listed, altho "Lists of teachers" appears in 31 per cent of them.

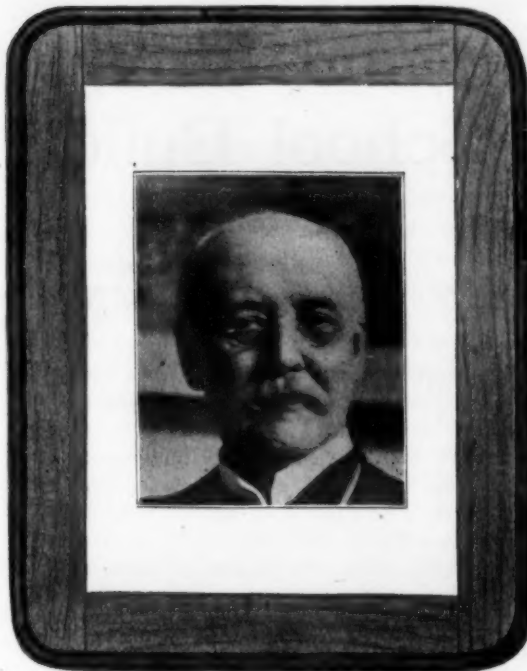
The Historical Report.

Taking the results of our investigation and the results of the analysis made by Dr. Snedden, it may be said that the historical report should cover the activities of the school during the year past, in a brief, concise, and scientific manner; statistics used where they will be advantageous; no illustrations or pictures; written in a smooth but not superlative style; and uniform in size of type and volume. It should be bound well, so that it will be durable, and the cover should be of a color that will stand the

⁷Frederick M. Hunter, Annual Report of Oakland, Calif., Public Schools, 1918, p. 17.

⁸Snedden and Allen, School Reports and School Efficiency, published 1908, pp. 3-4-5.

⁹Report of School Survey Class of California Branch of the Association of Collegiate Alumni, published 1914, p. 54.



DR. WM. H. MAXWELL
Died May 3, 1920 at New York City.

test of dust and dirt. The historical report should contain:

1. Concise, details, and clear financial statement.
2. Brief statement of the needs of the schools.
3. Brief statement of the defects of the schools.
4. Outline of surveys conducted during the year.
5. Report of the work of each department.
6. Statistics of school attendance, enrollment, promotions, losses and gains, age-grade, etc.

The Propaganda Report.

The school report, whether it be annually, quarterly, or intermittently issued, affords an excellent instrumentality for publication of propaganda. In this study two reports were found which may be classed as propaganda reports. An examination of them shows that they at least were designed to set forth to the public certain phases of school activities, or inactivities, which will gain the public's interest and the public's help, if needed. They are profusely illustrated, written in attractive style, of a size suitable to the material, printed in large type (easy to read), bound well, and the covers are attractive, the colors being a neutral tone, like buff, gray, or soft brown.

Such reports are published to influence and control public opinion and, of course, should be psychologically true to that purpose. Obviously they could be used for any of the following purposes:

1. Furthering Americanization programs.
2. Appeal for financial aid.
3. Giving publicity to defects of schools.
4. Setting forth kinds of preparatory work given.
5. Rating schools with schools of other cities.
6. Publishing parts of surveys.
7. Advococation of training for "life outside the school."
8. Giving publicity to work of special schools.

Whether a city school system shall issue an historical report or a propaganda report depends entirely upon local needs. What one city does in the matter may but does not need to influence the action of another city; but no city of any size or importance is going to be able to escape the demand for publicity in school matters. Not the least of publicity media is the school report and it may make or break an otherwise well-organized and well-managed system. The schools, to use the trade expression, "have got to be put across" if they will live to greater usefulness, and one good way to accomplish it is to devote much time and energy to the school report.

DR. MAXWELL PASSES AWAY.

William Henry Maxwell, superintendent emeritus of New York's public schools, died May 3, 1920, at his home, 88 Franklin Place, Flushing, Queens, Borough of New York City, of arterio sclerosis. He was 68 years old and had been a semi-invalid several years.

William L. Ettinger, his successor as active school head, rendered the following tribute:

"He was the master mind in the reorganization of the school system, made possible by the enactment of the charter; in the establishment of the merit system as a substitute for advancement by political preferment; in the development of our high school system, and in the protracted but successful struggle to enrich the elementary curriculum in order that our children, rich and poor, might enjoy the benefits of a liberal education. His was the task and the privilege to interpret the best educational thought of the time and thru his energy and leadership to embody such ideals in the daily work of New York's school system.

He was born at Stewartstown, County Tyrone, Ireland, March 5, 1852, son of the Rev. Dr. John Maxwell, pastor of the Presbyterian church at Brigh. He completed the honor course at the Royal Academical Institution at Belfast and took his examination for Queen's College, Galway, at 17. He graduated with honors in the ancient classics and won first prizes for metaphysics and English literature. Then for a few years he taught and took his master's degree, after which he came to New York in 1874.

His object was to become part of the public schools of New York, but those were the days of political preferment and, lacking the acquaintanceship, even, of a ward boss, he knocked at the educational doors in vain. For several years he worked at newspaper reporting and finally became managing editor of The Brooklyn Times.

Dr. Maxwell's writings on educational topics finally won him the entree to the teaching world which all along had been his goal. In 1882 he was elected Associate Superintendent of Schools of Brooklyn. At once he began the introduction of systematic teaching of English and the substitution of modern methods for the learning by rote then so much in vogue. He was elected Superintendent in 1887 and re-elected four times. He brought about the substitution of the study of complete literary works for the "readers" of those days, introduced supplementary reading in history and literature, and sponsored the teaching of sewing, physical culture and manual training.

In 1898 with the consolidation of the five boroughs into the Greater City, he became Superintendent of Schools, the head of the greatest school army in the world with its more than 750,000 pupils.

IMPROPER BARGAINS.

SHALL a superintendent or principal be re-elected to "save his face?" Can a school board justify a reelection which implies a secret promise of resignation after a given period of time?

We think not. If a man is competent and deserving of reelection any deviation from straightforward action is an injustice which the school board has no right to inflict upon him and which his self-respect compels him to refuse. If a man has merited dismissal, his continuance in office is an injustice to the schools and to the children enrolled in them. In any case the school board is failing in its full duty and is deserving of censure.



Present and Future Cost Of School Buildings

Charles McDermott
State Building Inspector, of New Jersey



There are those who have had to struggle with the problem of providing sufficient school building accommodations for a constantly increasing school population because the erection of school buildings has been practically at a standstill for the past three years. This has created a very serious condition, especially in the larger cities, where the growth has increased considerably beyond the former normal increase.

School boards are, no doubt, debating whether to build now and endeavor to catch up with the housing problem at the present prices of labor and material or whether it will be better to put the building problem off still longer, hoping that the present prices will be reduced.

I have given this question considerable study and have made exhaustive inquiry from competent authorities and have reached the conclusion that the present prices are here to stay for a long time or indeed they may be advanced still higher.

This opinion is shared by the school authorities in most of the districts thruout the state and there is already considerable activity being displayed in the way of planning and making programs to relieve the present situation and provide for the near future. The principal obstacle has been, as said before, whether present prices would be lower. Other states have undoubtedly accepted this same view and the trade journals unanimously announce that plans are now being prepared for the erection of school buildings thruout the United States which will cost many hundreds of millions of dollars.

The present prices naturally cause considerable alarm to the school boards, as many districts were straining their resources to keep up with the constant demand for additional school buildings before the war and their present abnormal increase causes still greater concern. There is scarcely a city district in the entire state which has proper housing facilities for their present enrollment. A great number of pupils are being taught in part time classes, in portable buildings and in unsatisfactory rented quarters on account of these inadequate facilities and accommodations.

Situation Must Be Met.

We are face to face with a condition which is beyond human control and we must meet it. The standard set by the present building code should be considered as the minimum requirements with reference to school buildings and the local boards should use their every effort to improve these mandatory requirements by attractive decorations, furnishings, beautifying of the grounds, and maintain the proper type of janitor to see that the building and surrounding grounds are kept up to the proper standard as the school building and grounds usually indicate the standard of the surrounding community.

Having determined that the erection of school buildings must proceed, the next question for the school board to consider is the amount of money to be raised for that purpose and the selection of an architect.

NOTE.—This paper was read before the Association of School Board Members of the State of New Jersey at their convention in December, 1919.

The cost of school buildings has increased like everything else to about double the cost before the war period and while I do not believe a district should waste money on useless ornamentation or extravagant interior finish, yet I do believe it is false economy to limit the appropriation for a new building to such an extent as to preclude the possibility of securing a serviceable and substantial structure. Unfortunately this mistake has too often been made in the past and where the funds have been insufficient the rentals have been very unsatisfactory and the buildings have been constructed with materials which have been too light to secure a good substantial job. In some instances there have developed no structural defects for several years after the buildings have been used when somewhat to the amazement of a later board of education it is found that the building is unsafe, due to the limited appropriation under which it was originally built under a former board of education and it is found necessary to spend thousands of dollars to practically rebuild the building where a small increase in the initial appropriation would have produced a strong, sturdy structure.

Selection of Architect Important.

The selection of an architect is a very important factor if you expect to get a good building. Be sure in your selection that you employ a man who has a reputation for getting good results and one who has some knowledge of the administration of a school and you will find that considerable money can be saved if your school building is planned by an architect who has such knowledge.

School boards unconsciously are liable to make a mistake in asking the voters for an insufficient appropriation from the fact that they base the amount they ask for upon what they consider a proper cost on a classroom basis or probably upon what someone has told them a similar building costs per classroom.

It usually develops as soon as it is known that a school district intends to build that the board of education is waited upon by numerous architects who are anxious to do their architectural work and the board is likely to be influenced in their selection by the argument that one can produce so much more for the money than another. This is a mistake and when a board allows such argument to influence them in their selection they invariably lose out at the finish as the standard, as set by the building code, gives very little opportunity for anyone to produce a properly constructed building much cheaper than another except in economical planning.

Fixing a Basis of Cost.

Fixing an appropriation upon a classroom basis is not a very accurate method altho this method is frequently employed. We, for example, say that a building of fireproof construction was erected in Glassboro for \$115,000. This building contained sixteen classrooms and included all furniture, equipment and architects' fees. This would be about \$7,187 per classroom. We compare this for example with

a building in Bayonne. This building has seventeen classrooms and a large auditorium and gymnasium and is of fireproof construction, yet upon a classroom basis the cost would be about \$13,500 per classroom. Upon the classroom basis it would appear that the Bayonne building cost very much more per classroom than did Glassboro, yet the Bayonne building has a large auditorium and gymnasium, and Glassboro has neither.

I could mention many other similar instances. The point I wish to make is that to estimate upon the classroom basis is liable to mislead. The better way to fix appropriations is upon a cubic foot basis. In the two cases just referred to the Bayonne building cost 31 cents per cubic foot and the Glassboro 26½ cents. This difference is partly accounted for by the difference in roof construction. The Bayonne building has fireproof roof construction and Glassboro has not, and the Glassboro school is replacing one which was destroyed by fire and all of the stone in the old building is being used in the new walls, which partly explains the difference in price per cubic foot.

There are those who are interested in the smaller rural buildings. There have only been two one-room buildings in the state contracted for since last November. One is a frame building containing one classroom and cloakroom and is heated by a ventilating stove. There is no basement under the building. This building is costing \$4,125. It contains 22,264 cubic feet and costs 18½ cents per cubic foot exclusive of architect's fees. Architect's fees and furnishings will bring the cost of this building up to about \$5,000. This is just double what the same building would cost in 1915.

The other one-room building has a basement underneath but is heated by a ventilating stove which is located on the first floor. This building likewise is of frame construction. It contains 28,938 cubic feet and costs 19 cents per cubic foot not including architect's fees or furniture. This building completely furnished, including architect's fees would be about \$6,500. You will see that there is only one-half cent difference in the cost per cubic foot. I think a safe basis upon which to figure the cost of one and two-room frame school buildings in the rural districts would be 20 cents per cubic foot. This would include toilets, furniture and architect's fees.

Cost of Four Room Buildings.

I have also made a comparative statement of the cost of a four-room building one-story high, and one two stories in height, having two rooms on each floor.

The one-story building is in the recently formed district of the Borough of Plainsboro. The voters of this district have agreed upon a very excellent building and have voted the sum of \$48,000 for that purpose. This building when completed will be about the finest four-room building in the state. It will be constructed of native stone, heated and ventilated by the most modern methods and will contain 144,960 cubic feet and the cost will be 33 1-8 cents per cubic foot.

The other four-room building is at Lincoln in the Borough of Middlesex. This building will have fireproof floor construction but a very plain exterior. This building contains 109,545 cubic feet and costs 37 cents per cubic foot. These figures indicate that it is considerably cheaper to build one story in height rather than two stories. I believe you can safely estimate the cost of a four-room building of brick construction, one story in height with approved heating and ventilating at 31 cents per cubic foot.

For your further enlightenment I will give you the same information with reference to larger buildings which are under construction in the city districts. They are as follows: Ventnor City, Atlantic County, two-story brick and hollow tile, semi-fireproof building containing six classrooms and small auditorium, has 220,185 cubic feet at 29 1-3 cents. River Edge, Bergen County, two-story brick and hollow tile, eight classrooms, auditorium, fireproof floors has 300,077 cubic feet, 26 2-3 cents. Maple Shade, Burlington County, two stories high of brick construction, entire first floor fireproof, building contains ten regular classrooms. Cubical contents of the building is 292,320 cubic feet or 29 3-5 cents. Yorkship Village, Camden Coun-

ty, two stories high of fireproof construction, contains fifteen regular classrooms and auditorium, cubical contents 847,519 cubic feet and cost only 23 1-10 cents per cubic foot. This is an excellently planned building and well ornamented; the cost of the building at 23 1-10 cents is much cheaper than any other building of its type which is now under construction. Belleville, Essex County, three-story building having fifteen ordinary classrooms without auditorium with fireproof floor construction. The building contains 319,000 cubic feet and is costing 41 1-3 cents per cubic foot. The building is very plain and is costing more than any other building now under construction. Glassboro, Gloucester County, sixteen regular classrooms, fireproof floors, no auditorium, outside wall construction stone, contains 433,125 cubic feet and cost is 26 1/2 cents per cubic foot. Bayonne, Hudson County, three-story building fireproof construction, fifteen regular classrooms and two fresh air rooms with auditorium and gymnasium contains 739,076 cubic feet, and costs 31 1-9 cents per cubic foot.

There are two other schools in Bayonne for which contracts were just awarded but work not yet begun. They are both alike, each having nineteen regular classrooms with auditorium

and gymnasium. These contain 897,957 cubic feet and cost 33 2-3 cents.

Trenton, Mercer County, Jefferson school building has eighteen regular classrooms with auditorium and gymnasium; outside walls are of brick construction, floors fireproof, building contains 785,056 cubic feet; cost 32 9-10 cents.

New Brunswick, Middlesex County, Junior high has equivalent of 42 classrooms, shops, auditorium and gymnasium. Fireproof construction, contains 1,481,772 cubic feet at 29 1/4 cents.

It will be seen by the figures just given that there is considerable difference in the cost of buildings in the northern and southern part of the state and there always has been. For some unknown reason the cost is higher in the northern than in the southern part. It is difficult therefore, to give you an exact estimate on the cost which can be used as a statewide estimate, but I think it would be entirely safe to estimate 33 cents per cubic foot in any district for a fireproof building containing eight or more classrooms. As the building is increased in size the price per cubic foot can be reduced proportionately as for example the junior high school in New Brunswick having 42 classrooms with auditorium and gymnasium costing 29 1/4 cents.

Democracy In Management of the Schools

Charles B. Stillman, President, American Federation of Teachers

Democracy in the management of the schools is a subject on which both the American Federation of Teachers and the American Federation of Labor have definitely and repeatedly declared themselves. In fact the American Federation of Teachers at the time of its organization adopted among the objects laid down in its Constitution the following:

"To raise the standard of the teaching profession by securing the conditions essential to the best professional service; and to promote such a democratization of the schools as will enable them better to equip their pupils to take their place in the industrial, social and political life of the community."

And that ideal of a democratic participation of classroom teachers in the conduct of the schools has been at least as strong a driving force in our movement, as the ideal of some approach to economic justice for teachers. Our calling must be made self-respecting as well as self-supporting, if it is to retain and attract strong men and women.

But it is the system that is at fault, even more than individuals—a system that from the primary grades thru the university has never been within hailing distance of democracy. During the first half of the last century we sent educators to Germany of all places for a model for our school system. We adopted and have developed the Prussian type of autocratic school administration. Classroom teachers, thru whom the schools function, who are daily in direct contact with the educational problems have practically no voice in the determination of policies, but all power and authority originates at the top, and extends downward from the upper reaches of the educational hierarchy. In the field of higher education, despite many exceptions, this condition has led to the familiar diagnosis that the chief disease afflicting our colleges and universities is "Presidentitis."

And the public schools are in no better plight. And again it must be emphasized that it is superficial to single out individuals for condemnation. To indulge in personalities is futile, although often soothing. The responsibility must be

placed squarely upon the deadly system. Human nature cannot reasonably be expected to withstand the insidious influence of autocratic power. We all know strong liberal men and women who have disappointed, tho they may not have surprised us, by yielding after a brief struggle to the traditions of the hierarchy. It is encouraging to add that we all know also, altho in smaller number, broad-gauge men and women with sufficient vision and character to protect themselves and the schools from progressive demoralization, by cooperating in defiance of the system in developing the spirit and methods of democracy in the teaching force.

The most dangerous center of arbitrary power has sometimes been the board of education, and sometimes administrative and supervisory officialdom. Both must be brought within the category of democratic institutions. The board of education should be the agency fairly representing the public in the determination of the policies of the schools. So that the public may have direct, effective control, we believe that school boards should be elected, at judicial or other special elections, subject to recall, rather than appointed by public officials whose election has usually turned on public utility or other non-school issues. In the past the groups disproportionately, and often exclusively, represented have been doctors and lawyers. Surely workers in other lines, both so-called artisan, and so-called professional, who are the parents of the great majority of school children, should have adequate representation. And it would make for both democracy and efficiency if the teachers, in their capacity as citizens, and citizens with specialized training and experience, were represented on boards of education. There could be no question of their first hand knowledge of the needs of the schools, and as to their disinterestedness—surely no one mentally competent can believe that anyone with a drop of mercenary blood in his veins could deliberately enter the calling of teaching. The Convention of the American Federation of Teachers in Chicago last month declared:

"It is the sense of the American Federation of Teachers that administration of education in a community is rendered less efficient by divi-

sion of responsibility, that the common system of triple control, in which authority is divided, for example, between a board of education, a superintendent of schools, and a city council, should be replaced by a single body of control in which all responsibility finally centers.

"It is the sense of the American Federation of Teachers that such authoritative body should include classroom teachers nominated by the teachers themselves, subject to election to be carried out by popular vote."

But representation of classroom teachers before boards of education is in many respects even more essential to the democratization of the schools, than representation on such boards. Some of our locals have arranged for a standing committee to be present at board meetings to counsel with the board. Practically all of our locals appear before both their superintendents and their boards by committee as occasion may arise. Our attitude there is expressed by the following statement adopted by the Atlantic City Convention of the American Federation of Labor last June:

"In order to secure a more democratic administration of our schools, to develop a spirit of cooperation, and to gain for the community the benefit of the experience and initiative of the teaching body, boards of education and superintendents of schools should confer with committees representing organizations of the teachers' choice in all cases of controversy between school authorities and teachers, and should consider and make official public record of suggestions dealing with the conduct of the schools submitted by the teachers thru such committees."

In some cases, but not in all, teachers' councils have proved effective. Among the recommendations of our recent Chicago Convention are:

"That there be a council of teachers in each town or city elected by the body of teachers with legally recognized right to initiate and participate in determination of policies.

"That there be a teachers' council in each school."

NOTE.—This paper was read before the Department of Superintendence, Cleveland, February 27, 1920.

A previous statement, adopted by the A. F. of L. in 1917 and 1918, and endorsed by our Pittsburgh Convention, follows:

"Your committee is alarmed by the lack of democracy in the conduct of our schools. Our American school system is administered automatically, the teachers actually on the job in the classrooms having a negligible voice in the determination and carrying out of policies. Self-governing school and district councils of teachers should be established for the purpose of utilizing the experience and initiative of the teaching body in the conduct of the schools and the recommendations of such councils should be made a matter of official record. When consideration is given the effective part played by the Prussian school system in the development of the habit of instinctive, unthinking obedience on the part of the masses of the people, the vital importance to American institutions of breaking away from Prussian methods in our school system is driven home."

When such councils have failed to function effectively, it has apparently been due to an undemocratic type of organization, or to a lack of power and influential backing which tends to reduce them to mere rubber stamps for the school authorities. But we believe that properly organized, given real responsibility, and vitalized by the support of vigorous teachers' organization, teachers' councils are a democratic agency. Quoting again from the proceedings of our last convention:

"Some progress has been made by the organization of teachers' councils toward correcting this spirit-quelling system of dictation from above. Yet, even this measure of reform is confined to a few cities and is so recent as to seem a daring innovation."

These proposals have of course aroused bitter opposition, but it is significant that the opposition has relief chiefly in epithet. The teachers' council conception has been termed a soviet. Epithet has sometimes been substituted for argument because of mere laziness—it requires no intellectual effort—but much more often it is used because the argument is all on the other side. When organized labor nearly a century ago made possible the establishment of our public school system by its vigorous and successful agitation for tax-supported schools, they were called "revolutionaries", and the other popular equivalents at that time for "bolshhevik." But opposition of that character is never permanently successful, and advocacy of teacher participation in management has almost reached the stage of respectability.

But democracy in our schools will require more than machinery important as that is. There must be tenure. So long as a teacher's position and professional future may depend on his advocating nothing in conflict with the views of his official superiors, democratic devices will avail little. There must be tenure during efficiency, with removals only for cause, and by a tribunal on which the teachers are adequately represented.

Nor will democratic machinery of school administration show its full value until the teachers abandon their traditional aloofness, connect themselves intimately with the economic, social and civic life of the community, and exercise to the full rights and obligations of their American citizenship. For it is that community life and that citizenship for which it is their high task to prepare their pupils.

Let no one raise the objection that the teachers are not qualified to participate in management. Faculties tend to atrophy thru disuse, and the wonder is that they are so well qualified. But the value of the contributions of the classroom teacher has been demonstrated. And the sense of increased responsibility, the feeling of no longer being a mere cog in the machine, would prove a stimulus of untold value to the schools and the community.

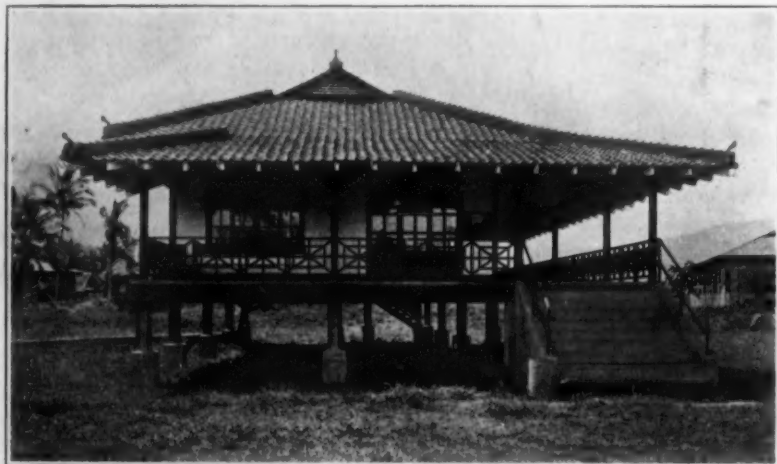
Mention of salaries may seem irrelevant here, but without radical improvement in the economic status of the teacher, we shall not long have in our calling the kind of human material which can be made the basis for democracy. We stand for a \$2,000 minimum salary for teachers. While some teachers are not worth \$2,000 every child is worth at least a \$2,000 teacher.

I cannot close without reference to the increasing number of superintendents, principals, and other school officials who welcome the present insistent demands for administrative reforms. They as well as the teachers feel the new spirit of the times. The large majority of our locals have established relations of cordial cooperation with their school authorities. Democracy cannot be handed down from above, it must originate with and be worked out by the teachers themselves. But the schools of many a city have profited from the atmosphere of cooperation made possible by the response of school officials to the democratic ideals of the teachers.

In conclusion, the American Federation of Teachers believes that the children cannot be prepared for self-government in a democracy, unless the teachers have living contact with democracy within the school system, and with the realities of community life.

Typical School Buildings of the Philippines

(From Official Photographs by the Insular Bureau of Education.)



DOMESTIC SCIENCE BUILDING, JOLO INTERMEDIATE SCHOOL.
The Roof Shows the Influence of Moro Architecture.



AN OLD TYPE OF BARRIO (RURAL) SCHOOL.
Built of Native Logs, Bamboo and Rush.



A CONSOLIDATED BARRIO SCHOOL.



A MODERN BARRIO SCHOOL.
Built Entirely of Concrete and Iron with Windows of Translucent Sea Shells.



Teacher-Recruiting by School Boards

Wm. H. Allen, New York

For three school years the American public school has been literally shot to pieces by campaigns for higher teachers' salaries. City, state and national organizations and officers have vied with one another in characterizing the perils which beset education where salaries are too low. The combination of publicity methods—plea, ridicule, prophecy, threat—has worked miracles. State laws have been passed providing school revenues "beyond the dreams of avarice," as in Ohio where localities are free now to vote more funds for education than schoolmen have plans for spending.

Again, as in New York, a salary level has been struck far higher than the wildest dreams of two years ago ever suggested. The minimum for normal school girls two years out of high school is \$1500 with increases that in twelve years reach \$2875. High school teachers, perhaps only four years out of high school, start with \$1900 with increases that bring \$3700 the thirteenth year.

Won't it be interesting to see how far these salary increments bring greater contentment among present teachers, add prestige to the teaching profession, and win recruits for it among the ablest boys and girls? Unless we take steps that have never heretofore been taken, there is reason to believe that we shall have a greater shortage of teachers five years from now than we have had these last two or three years when the teacher shortage was the lever with which larger salaries were pried out of taxpayers. If school boards give as little thought to the teacher supply as they have been doing, and if school teachers assume as little responsibility for the reputation of teachers, more desperate drives will be needed for teachers on a \$1,500 minimum than were made to secure that minimum.

Persuading teachers to recruit understudies will be an up-hill task for a while now after results prove that a teacher shortage will stir trustees to salary increases where facts about teacher deprivation seem not to have moved them. If a calamity-caused teacher shortage or a shortage due to oversight can raise a minimum from \$300 to \$600 per elementary teacher, what, pray, will artificially depressed supplies or artificially created shortages do for salary increases, and what reason is there for believing that teachers will organize nation-wide crusades to increase competitors and thus prevent their salaries from soaring higher?

By these questions no aspersion is intended upon the teaching profession. A cold fact is recognized that neither intuitive nor cultivated motive can be expected to convert America's army of teachers into recruiting officers.

It is the trustee, the school board, the university board of regents, the state department of education, the administrative officers of public schools who must be relied upon to anticipate and to prevent teacher shortages. These trustees

and managers differ in motive from teachers only because they differ in responsibility. There is, first, the task of keeping schools open and equipped with able teachers. Experience proves that if they continue to plan from hand to mouth they will fail in this great task. Far-sighted planning and team work by trustees of the state and the nation are required if we are ever again to have an adequate supply of adequately trained teachers.

What have school boards done to justify an optimistic belief that they will show the statesmanship necessary to change the reputation of teaching and to recruit the necessary numbers of able teachers? Unfortunately, no one can answer this question definitely for any large number of boards. Here and there boards have taken the initiative in voting increases. Undoubtedly, here and there, boards have aggressively conducted recruiting campaigns. It is doubtful, however, if the ten foremost students of teacher supply in the United States can name ten boards of education that have a batting average of ten per cent as teacher recruiters. It is doubtful, too, if ten per cent of the school boards of the country have taken the initiative in raising teachers' salaries.

While the local school board can do much in its own locality to make the ablest boys and girls want to teach and make all boys and girls have reverence and practical respect for the profession of teaching, an effective use of the trustees' statesmanship will call for state-wide and nation-wide cooperation. There must be recruiting for the county and city normal schools, and recruiting for the state normal schools and colleges of education. With this recruiting must go recruiting of taxpayer information and taxpayer willingness to pay the money necessary to support these teacher training schools and helpful supervision and direction of them by state departments. This means an entirely new trustee-conscience or consciousness of kind among school boards. It also means a new kind of board meeting in localities and a new kind of conference among trustees from many localities. It may be that we should give up trying to bring trustees together at annual conventions of teachers and superintendents and instead expect state departments to hold special conferences of school trustees and of laymen whom they might invite.

Certain it is that the school trustee must be converted from a passive backer to an aggressive salesman. His eyes must be lifted from finances to futures. He can better afford to shut his eyes to this year than to five years from now.

Further reason for this change in the attitude of school boards toward the teacher shortage lies in the fact that there are several other removable reasons than low salaries for current prejudices against teaching. Of these reasons some are due to trustees themselves while others are due to a strong influence among schoolmen, which it is practically impossible for teachers

themselves to correct under any other leadership than that of school trustees.¹

Among obstacles that are most easily removed by trustees are four—lack of suitable living accommodations, lack of social recognition, the practice of letting able teachers go for slight reasons and the too common habit of treating teachers like servants. Not one of these four obstacles can be removed by teachers themselves. A concerted effort by trustees would remove them within a year. Washington has 221 teacherages. Texas has over 200. North Carolina has over 30. Oklahoma, Mississippi, Minnesota are building them. In almost every rural district and in great many urban districts trustees should ask themselves—"Eventually, why not now?" Texas gives state aid to districts that keep a teacher, that is, to teachers who stay in a district the second and third year instead of moving. This practice is easy to emulate. Giving teachers social recognition and preventing neighbors from treating them like servants can be effected by trustees almost over night.

The change in the public attitude toward teaching, especially for men, is a somewhat harder task, but easy of achievement if trustees of schools and universities will set about it.

President E. M. Hopkins of Dartmouth believes that "the present demoralizing and demeaning interference of legislative committees, school boards and self-acclaimed patriots, defining what may be mentioned and proscribing various topics and various methods" is reducing the teaching force and sapping its vitality. He goes farther and suggests that within the school system "vexatious prescriptions and irritating standardization far beyond what is necessary for effectiveness in work" has been constantly decreasing the attractiveness of teaching because it decreased opportunity for self-expression.

School boards can no longer shift responsibility for testing the results of supervision. They must know whether superintendents are helping or hindering school teachers, making them happy or making them miserable in their work.

When Indiana's State Chamber of Commerce sent out a call for taxpayers' interest in teachers' salaries, when Governor Cox of Ohio, followed by Governor Goodrich of Indiana, Governor Sleeper of Michigan and several other governors issued a proclamation to parents and taxpayers and civic agencies to recruit teachers from the ablest and very elect young people, they were setting an example which the country's school trustees must follow if America's schools are to remain America's reliance and pride.

¹In listing these non-financial obstacles to teacher recruiting two symposiums are quoted: A breakfast gathering of city and state school officers at the Cleveland meeting of the N. E. A. and letters from thirty university presidents to Julius H. Barnes, Chairman of the Institute for Public Service. Any trustee wishing a 24-page summary of these two symposiums may obtain it upon application to the author at 423 West 120th Street, New York City.

Professional Relationships of the Superintendent

Will C. Wood, Superintendent of Public Instruction of California

Most people who are at all in touch with the situation recognize that city school administration in America is on an unsatisfactory footing. In almost every city there is lack of harmony in school administration, varying in degree but apparent even to the casual observer. There is lack of continuity of policy and in some instances lack of the spirit of progress because of the constant shifting of responsibilities and changes in management. During the last ten years, Chicago, for example, has had five superintendents; Los Angeles has had three; Boston, three; and Oakland, three. In New York, Superintendent Maxwell was able to hold on for years only by constantly fighting for his official life. The average term of city superintendents in California is only about four years and in most instances, changes in the superintendency have been due either to friction or lack of whole-hearted community support. School boards come and go with surprising regularity. All of this militates against continuity of plan and checks real progress. It makes for the development of "fads" and the pursuit of "fancies." Superintendents and boards seeking to continue in office frequently feel called upon to emphasize the spectacular in education rather than the substantial. It makes also for extravagance in school expenditure, since a change of policy means the "scrapping" of the old, and preparation for the new. Educational progress and economy of administration both demand that some way shall be found to secure better continuity of school policy.

I believe that the real cause for frequent changes in the superintendency is to be found in the system. No man should be required to bear alone the tremendous responsibilities now resting on the shoulders of the city superintendent. The chief defect of our school administration is the unwise centralization of responsibility in one man. The board of education ought to bear its share of the burden. It should not assume that each new superintendent is a prophet to be followed implicitly until he proves himself merely human. It should start with the presumption that he is human like the rest of us, and that all educational wisdom is not crowded beneath his cranium. We ask too much of a superintendent when we ask him to be omnipotent, omniscient and omnipresent, as many school boards do.

If we are to prevent this quadriennial hegira of superintendents we must get away from the idea that the superintendent is a policy maker. He isn't and he can never be a policy maker in any American community. The American people are so constituted that they do not accept any policy without question, no matter how handsome the wrappings of the package may be. They want leadership and advice, but they reserve to themselves the right to analyze the offering, selecting what they deem good and rejecting what they do not like. A school board fails in its duty to the superintendent as well as the public when it accepts any policy before it is convinced of its soundness. It should require the superintendent to prove all things in respect to policies before accepting them as good. A policy whose wisdom cannot be demonstrated to the complete satisfaction of a board of laymen can afford to wait. If it is accepted solely upon faith, it has in it the elements of failure, since the community cannot be expected to accept it more readily than the members of the Board who have had better opportunity to study its worth. And a policy that is not accepted by the community is not a policy after all.

This brings me to a consideration of the rela-

tion of the superintendent to the public. A superintendent can do good work only when his relation to the public is cordial and sympathetic. It is his business to know the community if he is to advise it concerning its educational interests and policies. School systems are not like plants that may be transplanted. A school system that serves Pittsburgh in excellent fashion may be poorly adapted to Los Angeles. A school system, to be most worth while to a community, must be the outgrowth of community conditions and needs. Only a man who knows a community thoroly can suggest the most appropriate lines of school development. For that reason the superintendent must know the people with whom he is working. He must know the city geographically, industrially, sociologically, economically. He should know where expansion of the school limits will probably be made, so that he may plan school extensions. He should know the industries of the community if he is to plan vocational training to meet community needs. He must know manufacturers, business men and labor leaders with whom he must work. He must know in cordial manner the newspaper men and ministers who have much to do with shaping public opinion. He must be in touch with all kinds of civic organizations, women's clubs and parent-teacher associations, since they are informal instrumentalities thru which democracy functions. Directly and thru assistants he must keep in touch with parents and pupils so that he may find the reaction of school policies upon them and their reaction upon school policies. He must be so closely in touch with affairs generally, so likeable, so respected, that every organization and newspaper will be open to him for the exposition and interpretation of school policies. He must be as deeply interested in community development as any other citizen, and must be so broad in his outlook and sympathies that he will be regarded as a community builder in the broader sense. In all his activities, however, he must be non-partisan, and in all his official dealings non-sectarian, since he is representative of a community institution which includes all parties and all sects.

Now people become democratic citizens by a process of growth only. A man may be 21 years of age, but he is not a democratic citizen unless he has learned to participate in democracy, to bear its responsibilities, and to cooperate with his fellows in common affairs and enterprises. The school system, up to very recent times, has not afforded opportunity for participation and cooperation. It has been an automatic school system from kindergarten to college. There have been few opportunities for self-directing participation or for cooperation. Even the recitation has been a matter between the teacher and one pupil—the one who happened to be answering the question. In recent times, the spirit of the schools has changed somewhat. Pupils, especially in high schools, have been given opportunity to participate and bear responsibilities. Clubs, organizations, enterprises have been introduced so that pupils may grow in ability to assume responsibilities and to do things instead of reading about them. The result has been life and growth.

It is time for us to introduce democracy in our school organization, but I would not confuse supervision with direction in matters of detail. I would have plans, but they would not be imposed by the supervisor. They would be worked out by teachers under the leadership of the supervisor, theory and practice having opportunity

to meet and adjust themselves to one another. I would have internal school policies but they would be worked out by the principal with his teachers or by the superintendent with his council. In every school department, there should be a council of representative teachers elected by the teachers themselves to discuss with the superintendent and make recommendations upon matters of internal school policy. Matters pertaining to courses of study, promotion of pupils, adoption of textbooks and so on should be presented to them. The superintendent should present his plans to this body, answer questions, accept criticisms, and when the plan is completed, it should be the plan of the whole body. In this way we should throw responsibility where it belongs—upon the teachers; they would grow professionally thru participation; they would learn to cooperate; they would learn in actual practice the principles and applications of democracy which they are expected to teach. In no other way, I believe, can we keep professional spirit among teachers; in no other way can we overcome the spirit of unrest now prevalent in the teaching body; in no other way can the superintendent keep the confidence and cooperation of the teaching body. The plan will, I believe, dignify classroom teaching and will eliminate much of the friction in the school organization.

Let me summarize, then, the chief points that should be kept in mind in considering this problem:

First, the school board, representing the public, is the body charged by law with supreme administrative responsibility. It should retain in its own hands the power and responsibility of passing upon all matters of public school policy except professional matters.

Second, all professional matters, including matters of internal policy should be delegated to the superintendent or to professional assistants, through the agency of the superintendent's office. In the interest of real progress, the superintendent should advise in these matters with the representatives of the teaching body, whenever that body is rightly concerned.

Third, the teachers should be accorded the privilege of conferring through their representatives directly with the board whenever their salaries or working conditions are under consideration.

Fourth, the board should adhere to its present plan for the appointment of teachers, similar to the civil service plan, leaving the rating of applicants to professional assistants.

Fifth, the tenure of teachers should be during efficiency and good behavior, but a reasonable plan for dismissal of incompetent or undesirable teachers should be provided.

Sixth, the city of Los Angeles, in the interest of continuity of school policy, should elect its board members for longer terms, and provide for gradual retirement of members instead of a sweeping retirement as at present. In my judgment, this is a very necessary change.

The fundamental thing, in the reorganization of American city school administration, is the introduction of the spirit and machinery of democracy. It will, in my judgment, relieve the superintendent from responsibilities which he should not be expected to bear and will encourage teachers to plan and work with better spirit and to better advantage because they will feel that they are no longer cogs in a great unwieldy machine, but a part of a living institution. It will substitute cooperation for inharmonious so prevalent in many city systems. It will also enable American democracy to renew itself continually and in a natural way, through a school system democratically organized and democratically administered.



"Speaking of Salaries"

J. C. Gould, Oakes, N. D.



Where two or three teachers are gathered together anywhere nowadays, it is a safe bet that the salary question is there in their midst. It has for years been the favorite conversational topic of most of the teachers of my acquaintance. Breathes there a schoolma'am with purse so wide, who never to herself has sighed, "I wonder who will stake me to my carfare next fall?"

The average teacher can speak with more eloquence and feeling upon the salary question than upon any other topic, whether religious, political, or educational. But in the past this speaking has been done for the most part innocuously, with other teachers as the audience—a sort of love-feast of poverty. It has consisted more largely of eloquence and feeling than of facts and figures, and as such has had too much resemblance to the wind, which bloweth where it listeth, to have much more effect upon the Great American Taxpayer than the same listing breeze.

Of late a change becomes apparent. Not that the teacher is ceasing to speak of that paltry, insignificant mite that used to be distinguished by the sonorous name of salary—Nay, verily! In sooth, she has to speak louder than ever now, for ever fewer are the numbers of them that speak from the inside. Many have departed this pedagogical life to seek the happier hunting grounds of better-paying jobs. But the public has begun to realize that there is something wrong, and the vox populi is beginning to make itself heard sounding forth the Chorus of the Teachers. It really begins to look as if the next generation of teachers might be paid almost a living wage.

Like the others, I have talked feelingly about my inadequate salary. That is the kind of salary I have had ever since entering the profession, but of late it has been forced upon me that it has been becoming more so. With this realization has come the desire for more particular knowledge as to the facts in the case.

Last year the School Board Journal published the results of my first attempt to acquire definite information in regard to the status of the salary problem in North Dakota. This year I have been emboldened to follow up this investigation with another. My point of view has been less impersonal. The results of this year's survey are such that, were it not for the hope that the widespread public agitation of the teacher shortage and salary question may bring amelioration ere long, I would be right now following the example of the Minnesota superintendent who recently ran a display ad in the Twin City dailies asking for a job with some prospects for a future.

The real starting point of this article is a set of figures, or rather several tables, which were compiled from blanks sent out to and filled in by most superintendents of all but the largest of the first class high schools in the state of

North Dakota. These blanks were similar to those from which my survey of last year was compiled. The reason for omitting the larger cities this year was partly the same one that caused their omission then. It was thought that different factors might enter into the salary situation there from those that obtain in the smaller schools employing up to twenty teachers. The principal reason for omitting them this year was that by securing figures from approximately the same schools as those used last year, the tables compiled might furnish the fairest possible basis of comparison between the salaries of this and of last year.

The first set of statistics attempts to show the relation between the salary received by the teacher and the subjects or grades taught. In each case the increase over last year is shown, both in actual dollars and cents, and also in terms of percentage of such increase. Returns were made by thirty-one of the first-class high schools of the state, yielding the following figures:

Position.	Maximum Sal.	Minimum.	Average.	Increase over last year.	Increase in Pct.
Superintendent	\$2,500.00	\$1,700.00	\$2,001.29	\$156.05	8.4
H. S. Principal	1,700.00	990.00	1,217.05	196.30	19.2
Agriculture	2,120.00	1,780.00	1,900.00	66.67	3.6
Manual Training	1,790.00	900.00	1,214.88	58.38	5.1
Science	1,300.00	945.00	1,077.03	150.49	16.2
Mathematics	1,440.00	900.00	1,067.66	148.04	16.1
Commercial	1,220.50	900.00	1,035.26	173.26	20.1
Languages	1,260.00	900.00	1,022.00	164.27	19.2
History	1,260.00	810.00	1,008.00	120.22	13.6
Domestic Science	1,200.00	855.00	993.71	124.81	14.4
English	1,200.00	810.00	986.88	107.47	12.2
Music and Drawing	1,125.00	810.00	924.88	88.81	10.6
Eighth grade	1,035.00	640.00	876.15	122.03	16.2
First grade	945.00	720.00	847.38	109.78	11.7
Seventh grade	945.00	720.00	840.30	110.17	15.1
Third grade	997.00	720.00	819.50	128.95	18.2
Fourth grade	945.00	720.00	813.88	108.05	15.3
Second grade	997.50	720.00	812.79	116.14	16.7
Sixth grade	900.00	720.00	805.51	98.81	13.1
Fifth grade	900.00	720.00	804.89	110.58	15.8

The average salary of all the high school assistants in the 31 schools this year is \$1,042.27, an increase of \$138.93, or 15.4 per cent over the average of last year. For the grade teachers, this year's combined figures give an average of \$823.43, or an increase of \$126.70, or 18.2 per cent.

With but one or two exceptions, which can be explained, the teachers who received the lowest salaries last year were granted the highest percentage of increase this year. It may be assumed that the differentials last year were based roughly on the relative value of the services rendered, or upon the supply and demand, or upon the relative amount of preparation required for the various lines, or upon a combination of all these factors. Since the order of the various subjects this year, arranged as to the salaries paid, is almost the same as that of last year, this assumption is borne out by the figures.

The tendency this year has been to decrease the relative differences, to shorten the gap be-

tween the highest salaries and the lowest. In other words, those whose salaries were so low that they did not cover the bare necessities of life were raised to a point where they could scrape thru. Those who were receiving more were not deemed as needy, and had to be content with a smaller increase.

It will be noted that the lines in which most of the few men who are left in the teaching profession are engaged were the hardest hit. The superintendents, the teachers of agriculture and of manual training were last year the highest paid of the teachers. It is needless to go into the reasons. Their percentage of salary increases was only a fraction of that of the grade teachers.

The tendency appears to be toward "equal pay for equal work," if there be such a thing as equal work. It has always been my belief that a large part of the teacher's success lies in that intangible something known as personality or influence, as apart from classroom instruction. From that standpoint, the man teacher has

something that no woman, however efficient she may be as an instructor, can possess, and there is no such thing as equal work. Aside from that, many of these men, the majority of them, are married and have families to support. If the practice of last year is continued, and the men are given only a fraction of the proportional increases granted to the women, it would not take a Delphian Oracle to predict the future of the teaching profession. At the present gait of the cost of living, the days of the man teacher are numbered.

The three high spots in the high school increases are the principals, and the teachers of languages and commercial subjects. The reason for the jump in the salaries paid in the principalship is that last year practically all the principals were women. With the demobilization of the army, men became once more available for these positions, and to get them it was necessary to pay a salary approximately the same as that paid men in manual training. That is the price

paid for high school principals was determined by the qualification of sex rather than by other factors.

The increases in the cases of the language and commercial teachers are attributable chiefly to the law of supply and demand. The action of the state high school board in eliminating German from the curriculum last year made it necessary for most of the high schools in the state to switch to some other language. A number of schools were unable to accommodate themselves to the change last year, and offered no modern language. It was not until this year that they began to bid up for language teachers. A teacher of languages is not made over night, and so many other states had taken the same action that ours did in regard to German that it put a high premium upon the language teachers.

In the commercial lines the situation is the same in principle, tho different somewhat in detail. Of the schools reporting, only eight offered commercial subjects last year. This year there are fourteen with such a department. Even if there were no outside competition for the services of commercial teachers, an increase of 75 per cent in the number of schools bidding for their services would cause the salaries to go up. It is probably fair to assume that the growth of commercial work is not peculiar to North Dakota by any means. In addition to the demand within the teaching profession, business is also calling for workers with the qualifications that a commercial teacher must possess. The schools have seen fit to bid up rather than go without.

These are the only wide variations in the percentages of increase. There is, however, one other item in the table of which I wish to speak. It has to deal only partly with salaries, but I find it impossible to resist the temptation to digress slightly. The music and drawing teachers are included with the high school teachers because their work is partly in the high school. In most cases the larger part of their work lies in the grades. This leaves the English teachers at the bottom of the true high school list.

In North Dakota the state leaves the selection of his course largely to the pupil. Fifteen credits is the minimum for graduation as prescribed by the state. Out of these fifteen the state names only four and one-half, leaving the other ten and a half to the discretion of the local high school or the individual pupil. Of these four and a half credits that are deemed so essential that they are made requisites by the state authorities, three are in English. One might gather that English is a fairly important subject, even tho he knew nothing more about its nature than what might be gained from a study of the state's requirements. It is somewhat hard to reconcile the stress upon English with the position of the English teachers on the salary scale, unless it works like the law of Boyle, in inverse proportion.

The situation is certainly paradoxical, when the teachers of the most important subject in the high school curriculum are the poorest paid. But that is not the worst of it, or at least it is not all of it. In addition to their classroom teaching, the English teachers are usually given the extra work and responsibility of drilling the class plays and other student activities along the line of public speaking. I refer, of course, to high schools of the size of those concerned in this report, none of which are able to hire a special teacher of expression. Even without this extra work the English teachers are usually sufficiently busy to keep time from hanging heavily upon their hands. Not only do they have a large amount of written work to wade thru and

correct in detail, but because of the fact that English is required, the English classes are the largest in the high school. By reason of the "repeaters" the total enrollment of the English classes is often just a little more than one hundred per cent of the total high school registration.

The second table of statistics has been prepared with the idea of showing the relation between salary and length of service. If our schools had any salary schedules in these unsettled times, their provisions should show up in this table, which is presented below:

Year in present location.	Pct. of total number in group.	Average salary.	Increase over last year.
<i>Superintendent.</i>			
First	20	\$1,933.33	\$215.15
Second	30	1,916.67	121.67
Third	37	2,020.20	220.20
Fourth or more.	13	2,212.50	348.21
<i>H. S. Principal.</i>			
First	56.7	1,212.35	198.23
Second	26.7	1,154.19	209.19
Third	10	1,380.00	445.00
Fourth or more.	6.6	1,197.50	154.39
<i>H. S. Assistants.</i>			
First	74.8	1,044.82	148.92
Second	18.5	1,014.30	172.17
Third	5.2	999.19	191.91
Fourth or more.	1.5	1,040.00	444.25
<i>Grade Teachers.</i>			
First	65.2	816.88	148.03
Second	17.1	800.14	106.47
Third	5.4	842.73	116.18
Fourth or more.	12.3	870.75	154.39

What is probably the most noteworthy thing about this table is that the teachers who moved last year are in every case getting more money than those who remained for a second year in their former school. The same thing was true last year, with the exception of the superintendents and the grade teachers. The latter were least affected by the shortage, and the salaries of the two groups ran more nearly true to schedule form. This year the shortage has evidently spread to include all branches of the public schools.

As was the case last year, the superintendency is the most stable position of the four groups. Several factors operate to make it so. The superintendent is usually a man of family. Moving becomes not only a most disagreeable job to him, but an expensive proposition as well. From the standpoint of salary offers, he must have a much larger inducement, a greater increase offered, before he decides to move, than does the grade teacher with only a trunk to pack. In fact, the table shows that the premium for moving was the same in each case, about \$16.70. Only twenty per cent of the superintendents changed locations, while practically two-thirds of the grade teachers did so.

While salary is not by any means the only consideration, the figures show that it is quite closely connected with the moving about of teachers. Last year, for instance, high school principals who moved received on an average practically \$70 more than those who stayed for a second year of consecutive service. As a consequence 61 per cent of them moved. This year the premium was cut from \$70 to less than \$60, with the result that less than 57 per cent moved.

With the high school assistants, the same condition prevails. Last year the premium on moving was over \$50, and 77 per cent of the high school teachers moved. With the premium reduced to \$30, less than 75 per cent changed. This is not a large difference, it is true, but it bears out the theory.

The grade teachers last year who had remained for a second year of consecutive service were \$25 better off than the ones who shifted. Only 53 per cent moved. This year conditions

were reversed, and those who moved had over \$16 the better of it. As a result over 65 per cent moved.

The usual salary schedule recognizes the fact that as a teacher serves one, two, or more years in the same school, and becomes acquainted with the pupils and the general conditions, she can do more effective work up to a certain point. It has been customary to recognize this greater efficiency by granting an increase in salary for consecutive years of service up to a certain point. There is no argument concerning the soundness of the principle involved. It is applied in every business establishment. But here our survey finds our schools this year reversing this custom, and paying the newcomers more than the older employees. Is it any wonder that the teaching profession is advancing backwards?

The high school teachers have been the most unfortunate victims of this injustice. Comparison with last year's figures shows that the discrepancies are not so enormous as they were last year, but there is still something radically wrong.

Of all the teachers on the entire faculties of the schools reviewed, an aggregate of 64.4 per cent, nearly two-thirds, moved this last fall. In view of the above figures, it is not strange that teaching is a roving profession. The wonder is that it is not more gypsy-like.

It would seem to me that there is something fundamentally wrong with the system, or lack of system, that practically forces a teacher to move to another city to better himself salary-wise. Bear in mind that this article concerns itself with schools of approximately the same size. I do not refer to moving from a smaller school to a larger one. I refer to exchanges between schools of the same rank.

The married man is the greatest sufferer. Take an illustration, which is almost typical of cases that have come to my knowledge. Brown is a teacher in town A, and Smith in town B. Both are successful in their work. Say each man is getting \$1,000 a year. In light of the increasing cost of living and the teacher shortage each decides that he must have \$1,300 next year. The two school boards meet and elect teachers. The taxes are going so high that expenses must be held down. So the board in A offers Brown \$1,100 to return, and the board in B offers Smith \$1,100. Both men decline, stating that they will accept \$1,300. The boards will not meet the figure.

Smith hears that Brown is leaving A, and puts in his application. Brown in like manner puts in his application for Smith's job in B. After scouring the teachers' agencies, the board in A come to the conclusion that Smith is the best candidate available, and that it will be impossible to fill the place for less than \$1300, which he asks, so he is elected. In like manner Brown gets the job in B at the salary he stipulated, \$1,300. Both Smith and Brown are getting the salaries they asked, but they had to incur moving expenses to do it. Towns A and B are paying the amounts they refused to their respective teachers, but are paying them to the other fellow. The tragedy of it is that Smith, who was a success in B, fails to understand the situation in A, and fails to fill Brown's place as Brown did. And Brown over in B has hard sledding of it, too. Both men and the public of the two cities are losers.

Time was when a case such as I have mentioned would have been a rare exception to the rule. Time is now when it is the common thing, at least as far as the salary part goes.

Let us look at the situation from the standpoint of the individual teacher. What is the prospect ahead? To judge by the statistics the prospect is far from bright right now. The fol-

lowing table shows the relationship between salary and the teacher's professional experience. My investigation was not exhaustive enough to be more than indicative of the conditions. The survey covers only about 400 teachers. In order to secure the operation of the law of averages it was necessary for me to group the various sets of teachers into arbitrary divisions such as would give me a working number in each group. This explains the apparent lack of system in the grouping below:

Total experience including this year.	Pct. of total in this group.	Average salary.	Increase over preceding group.
<i>Superintendent.</i>			
3-7 years.....	17	\$1,878.00	
8 years.....	21	1,987.50	\$109.50
9-10 years.....	17	2,000.00	12.50
11-18 years.....	28	1,900.00	-100.00
19-24 years.....	17	2,245.00	345.00
<i>H. S. Principal.</i>			
1 year.....	14	1,102.50	
2 years.....	14	1,173.75	71.25
3 years.....	23	1,381.21	207.46
4-8 years.....	28	1,213.13	-168.08
10-17 years.....	21	1,226.67	13.54
<i>H. S. Assistants.</i>			
1 year.....	27	\$92.63	
2 years.....	21	1,027.74	35.11
3 years.....	21	1,044.11	16.37
4-7 years.....	22	1,035.25	-8.86
8-24 years.....	9	1,017.92	-17.33
<i>Grade Teachers.</i>			
1-2 years.....	23	794.54	
3-4 years.....	31	811.66	17.12
5-6 years.....	25	824.21	12.55
7-10 years.....	15	842.55	18.34
11-34 years.....	6	896.60	54.05

When one contemplates a table such as this it is to wonder that the teacher is not as extinct as the dodo. The average normal graduate starting out on her career can expect a salary of nearly \$90 a month for nine months. How she shall live the other three months is hers to worry about, or perchance her dad's. From actual expense accounts submitted to me by various teachers it costs a girl away from home about \$85 a month to live. This includes board and room, washing, clothes, railroad fare, etc., but includes no savings, insurance, or possible doctor or hospital bills. Thus our young grade teacher, if she has good luck and health, comes out at the end of the school year with the enormous sum of \$45, which can probably be credited as interest on her educational investment. She has all summer in which to spend it. As long as the cost of living stays up where it is now, she can probably devise means of doing so during the vacation.

There is some question in my mind how, if it costs her \$85 a month during the school year, she is going to get thru the summer on \$15 a month, which is what her princely \$45 of unspent salary allows. But, as said before, that is for the teacher to worry about.

Of course, there is the entrancing prospect, as evidenced by the table of statistics, that if she stays by it for 34 years she may expect \$100 more each year by that time. She will then have almost \$50 a month to spend during the summer, if the cost of living has not in the meantime risen to such a level as to wipe out her margin entirely.

After the 34 years—why, a kind government provides an abode for economic discards such as she. What could be more idyllic, after 34 years of strenuous effort devoted to training good citizens, than a peaceful, tranquil passing down the declining years close to the heart of nature, nurtured by the government she has helped maintain, in the placid calm of the poor farm?

Take the case of the high school teachers and principals. According to the figures they may expect a somewhat larger remuneration than the normal graduate, which in light of their two or



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three years of additional time invested in educational equipment and the two thousand dollars or thereabout in additional money expenditure incidental to acquiring it, is by no means unfair.

But consider the professional life of the teacher in the high school. It is but a day. It may be filled with vanity, but it most certainly is not filled with clipping interest coupons. If one can believe the evidence of the figures, the average high school teacher reaches the prime of her professional life at the early age of three. That is, her third year of teaching is the one in which she may expect a larger salary than she will ever again receive. After that she is on the down grade. Truly, an enticing prospect to set before an ambitious young woman. (Men are such rare creatures in the teaching business that one unconsciously refers to the teacher as of the feminine gender.)

I realize that my statistics are limited in their extent, and do not cover the whole educational structure. Our ambitious teacher, after serving an apprenticeship may go to a larger school where in all likelihood she will receive higher pay than is offered by schools of the size under consideration. I have no figures on the larger schools, and am speaking more from general impressions than from accurate information.

Granting what I have no reason to believe is the truth, that she can get in the larger school all the emoluments to which she is entitled, it still leaves affairs in a condition far from Utopian as far as our smaller high schools are concerned. From the personal standpoint of the teacher there is not so much cause for complaint if she can get an adequate salary somewhere. But from the standpoint of the supervisor of one of the smaller schools, it seems to me unfair to make them simply teacher training institutions for the benefit of the larger cities. If our teachers are worth more to the larger school, why are they not worth more to us? If not, who wants to teach with no prospects for the future?

As a matter of statistics we succeed in keeping less than a third of our high school teachers more than three years after they leave college. The reason? Speak of salaries, and it is clear.

The superintendent, being a somewhat different variety of vegetable, is more slowly maturing than the pumpkin-like high school assistant. He is the oak of the parable, in this array of

educational greens. Because of state regulations, it takes him two years to sprout in the beginning. He grows steadily, but very slowly, in a financial way up to his ninth or tenth year of the school business. After that he begins to suffer from constriction of the bank account. If he has sufficient vitality and ruggedness to weather the storms of another nine or ten years, he may expect to develop into a financial giant of the educational forest with a yearly income of \$2,245.00!

The trouble with most of the talk and agitation in regard to this salary problem is that it is couched in terms of the pre-war dollar. The general public, and most of the teachers themselves, think of salaries in the light of former standards. The cost of living has increased to more than double what it was a few years ago. Yet if the teacher who received \$80 a month then gets \$120 a month now she feels that she has had an increase in pay!

The N. E. A. is advocating a salary schedule that starts out the grade teacher at \$1,000 a year, or about \$110 a month. The average teacher feels that if this schedule can be put across a great victory will have been scored. Four years ago the school in which I am employed had a salary schedule starting the grade teachers at \$60 a month. No one contended that it was too much. Indeed, it was considered inadequate at the time, especially by the teachers. Yet that \$60 then would buy as much as \$125 will today. And the teacher and the taxpayer regard a goal of \$110 a month as a real achievement, if indeed it can be achieved!

In presenting these statistics in regard to salaries I would be committing the same fallacy that the teachers and general public so easily appear to fall into when considering the salary problem, were I to stop there. In table 1 were presented figures, for instance, which indicated that the average superintendent this year is receiving 8.4 per cent more than he did last year. They say that figures cannot lie, but here is a case where they are very much misleading, to say the least.

It is true that the average superintendent of the schools under consideration receives some 8.4 per cent more dollars than he did last year. As to actual salary as against apparent purchasing power as contrasted with mere numbers of coins, he is really harder up this year than he was last. Instead of having been granted an increase in salary, he has actually suffered a decrease. Let me illustrate with facts.

The following figures are taken from my own expense account, not with any idea of holding myself up as a martyr, but because I know they are authentic, and are typical of what other superintendents have had to pay. It so happens that my own salary increased about four times the average percentage. I mention the fact simply to show that the following statements are not the whining of a disgruntled malcontent who is out of sorts because he has failed to do as well for himself as someone else has done.

According to the statistics, the average apparent increase of salary for superintendents this year over last is 8.4 per cent. Compare it with the advances in the cost of living, and the "increase" becomes so absurd that it would be a joke if it were not so tragic. My last suit cost me \$47. This spring I am getting a "bargain" at \$75. Advance, just a fraction less than 60 per cent. Last year I paid \$8 for a pair of shoes. Last month I duplicated them at a cost of \$12. Advance, 50 per cent, and they have gone up again since I bought. Contrast these advances with the 8.4 per cent salary "increase."

I was renting a house at \$20 a month. Last fall the rent went up 25 per cent, to \$25, and

(Concluded on Page 109)



ENGLEWOOD HIGH SCHOOL, ENGLEWOOD, COLO., Mountjoy & Frewen, Architects, Denver.

Some Interesting Schoolhouses In Colorado

The Work of Mountjoy & Frewen, Architects

The liberality and prosperity of the West finds its best expression in the schoolhouses which are being erected in the small cities and in the rural districts. The western town unlike the small community in the New England and the Atlantic states is remarkable for its lavish use of funds for the erection of school buildings. This statement is well born out by a group of schoolhouses erected in the summer of 1919 by Messrs. F. E. Mountjoy and F. W. Frewen, Jr., architects, Denver. The buildings are complete in their appointments for academic, physical and vocational activities and for social center uses.

Each of the buildings has been planned to eliminate entirely the possible use of basement rooms for class or shop purposes. With the exception of the Englewood High School, the buildings are erected without basements. The construction is semi-fireproof in the sense that the walls are of fireproof materials and the corridors and stairways are non-combustible. So far as safety to life is concerned every precaution has been taken in the location and number of exits, in placing the auditoriums on the ground floor and providing fire-fighting devices. The buildings have been planned and erected to secure the utmost permanence and safety compatible with the greatest economy with the first cost and in upkeep.

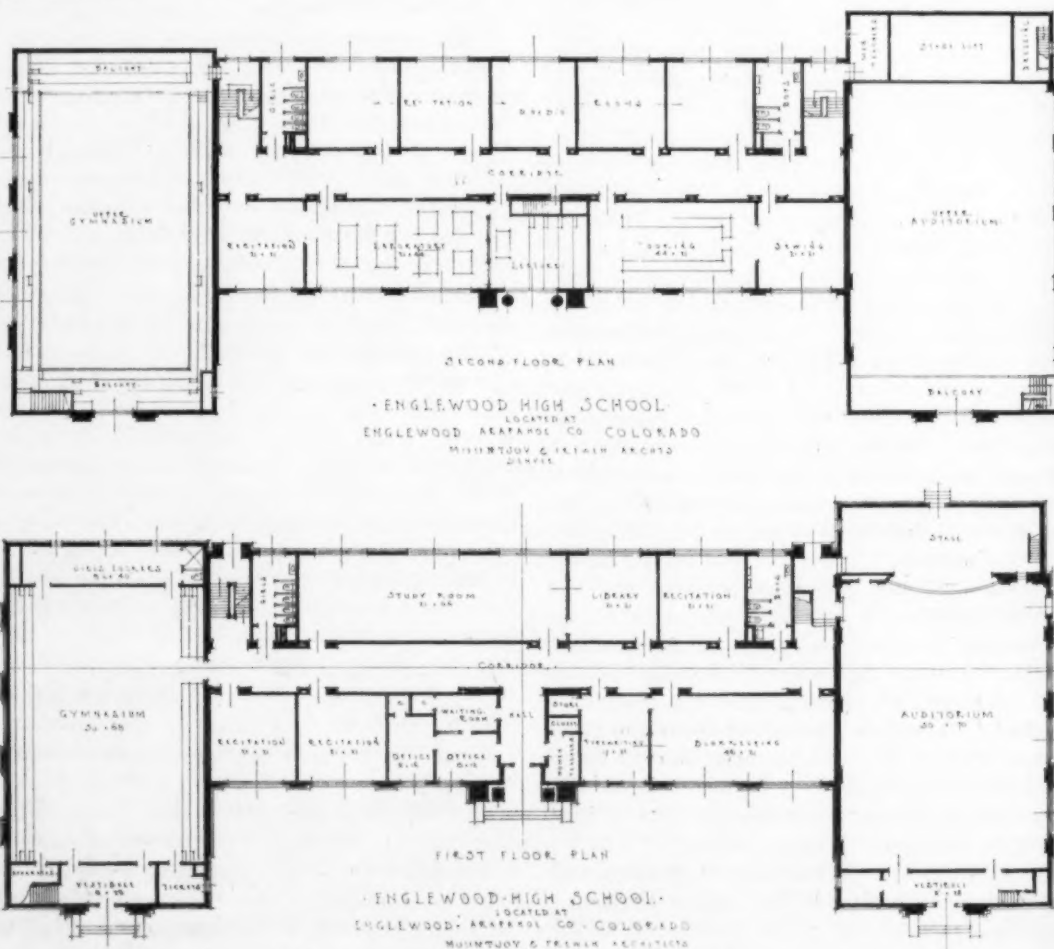
The plans are all of the open extended type on the theory that the cost of the land is less than would be the construction of more compact and higher buildings. The unit-group-type of plan has been adopted to permit the addition of groups of rooms or of single classrooms as the enrollment of the schools demands. With the exception of the Vroman school all of the buildings are complete in their appointments.

Each of the buildings is planned for unilateral lighting of the classrooms and mechanical ventilation is the standard adopted. Electricity is used for lighting and power purposes and adequate water and sewage disposal systems are installed.

ORDWAY SCHOOL.

The Ordway school building houses two complete school organizations and is to all intents and purposes the equivalent of two school buildings. One entire wing is occupied by the junior-senior high school and the other by the grade school. The auditorium forms the connecting unit and is so arranged that it is accessible to both schools and is alternately used for assembly and gymnasium purposes by both organizations.

With the exception of the center wing the building is one story high. In the grade wing there are eight standard classrooms, each adjoining a cloak room of the Boston type, toilets, heating apparatus, a storeroom and a teachers' room. The high school wing contains four standard recitation rooms, two study halls, a library and suites devoted to cooking and sewing, science and to business branches. The administrative offices of the board of education





HIGH AND GRADE SCHOOL, ORDWAY, COLO., Mountjoy & Frewen, Architects, Denver, Colo.

and of the principal, together with a private room for the women teachers, are located in the center of the building between the two main entrances.

A lunch room for the high school and a manual training room for the two sections of the school are located in the second story in front of the auditorium. The manual training room is so placed above the heating apparatus that it is almost entirely isolated from the balance of the building and no noise from it will penetrate to the classrooms. The lunch room is similarly located to obviate cooking smells.

The building is economically heated and ventilated and the absence of stairs makes it especially convenient in administration. It cost \$120,000, complete.

MONTE VISTA JUNIOR HIGH SCHOOL.

The Monte Vista school is intended entirely for junior high school use and is planned to be greatly enlarged as the enrollment requires. The study hall, with a library adjoining it, is on the first floor and on this same floor are three recitation rooms, administration offices, and space for manual training. On the second floor there are three recitation rooms, two science rooms, a large lunch room, a kitchen and a domestic science room. The building is constructed of brick with local stone trim. It cost \$70,000.

VROMAN SCHOOL.

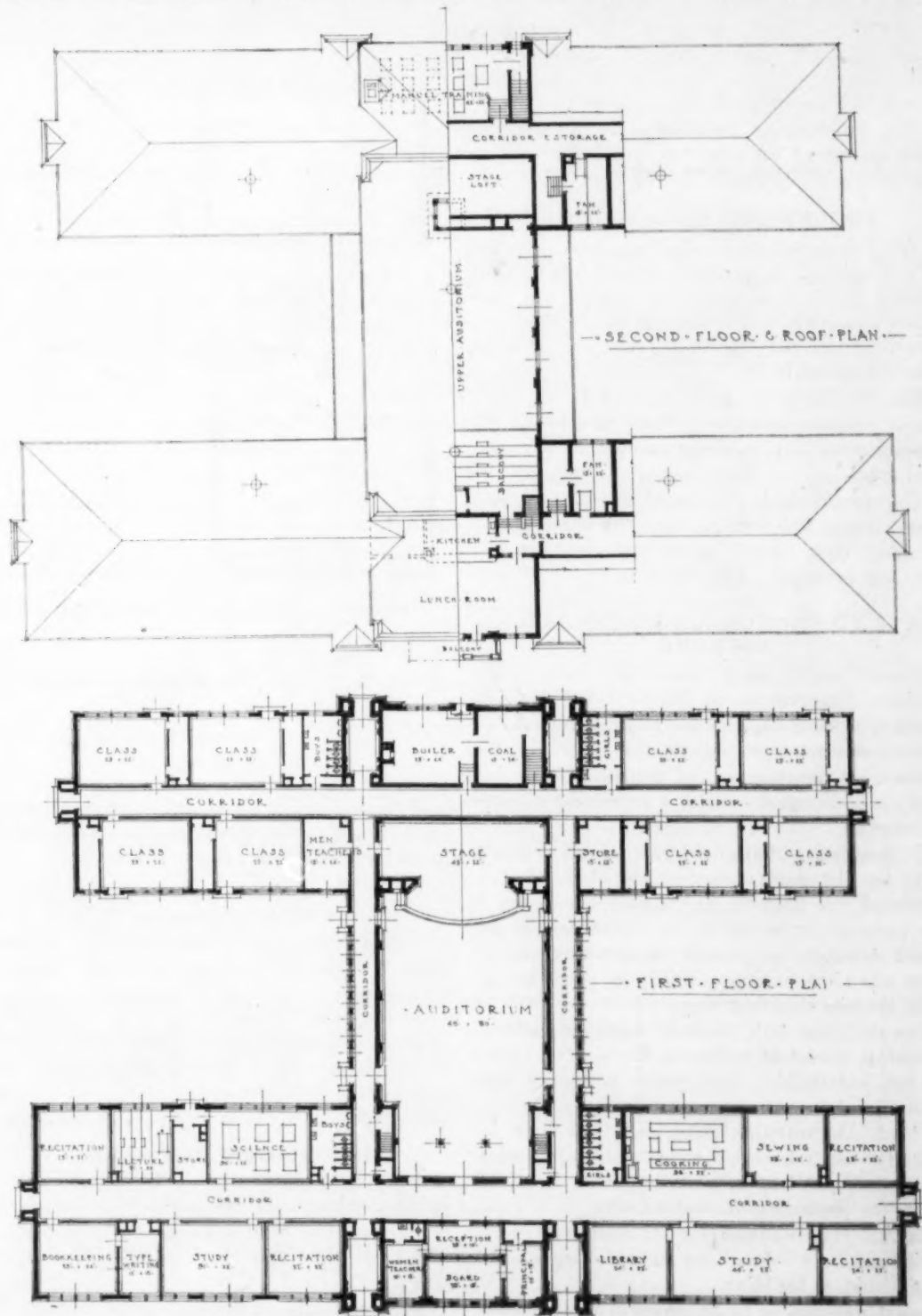
The Vroman school is a rural district school containing at the present time four classrooms and arranged to be enlarged in the near future. It is built of a light, stiff, mud brick and cost \$35,000.

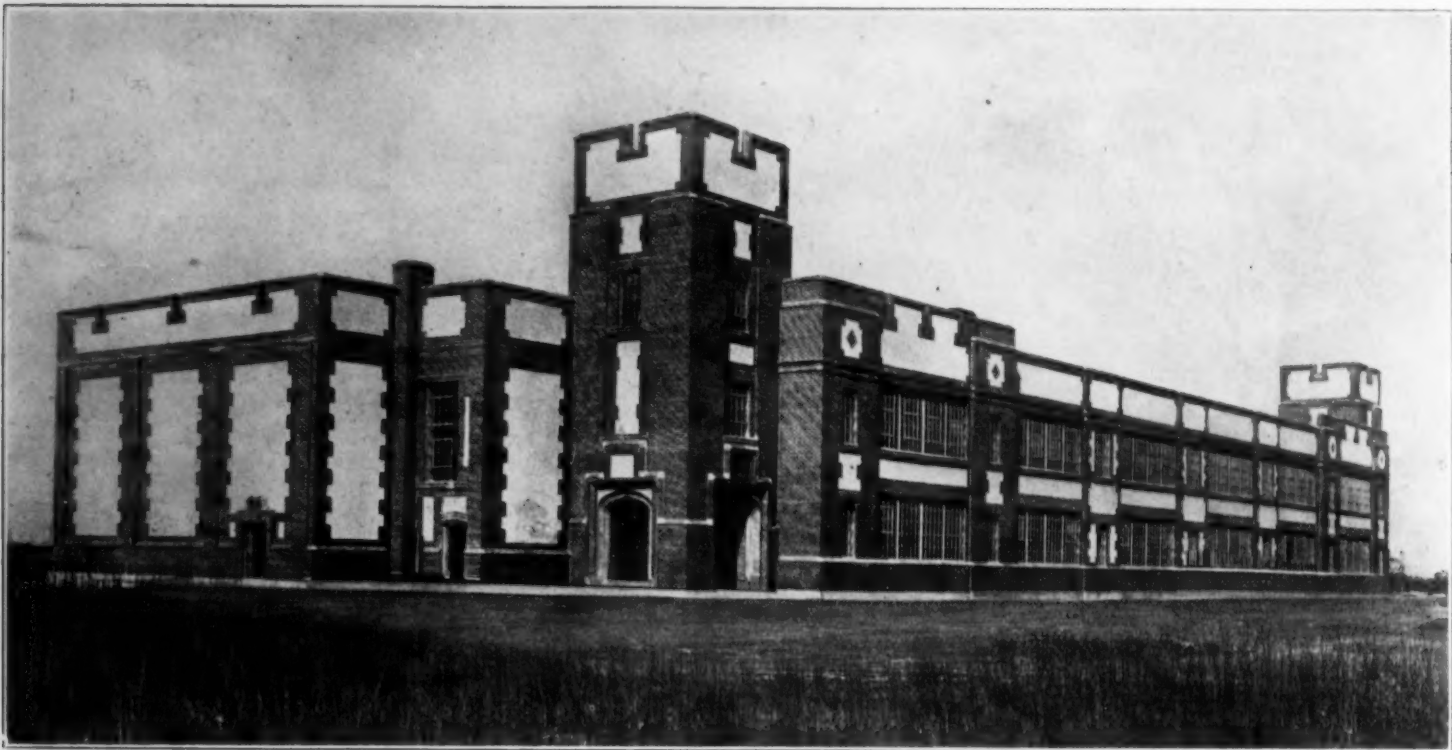
CENTER SCHOOL.

The Center Consolidated High and Grade school is located in the middle of a district containing a small town and a large farming community. A good portion of the pupils are brought to and from school by means of a series of bus lines.

The first floor contains seven standard classrooms, space for manual training, an auditorium, a gymnasium, toilets, and heating and ventilating rooms. This floor is occupied by the six grades of a grade school. On the second floor there are three recitation rooms, junior and senior study rooms, library, administrative offices, storerooms, science laboratory and lecture rooms, sewing and cooking rooms.

The building is built of red brick and cement stucco. The entire corridors, stairways and

Floor Plans, High and Grade School, Center, Colo.
Mountjoy & Frewen, Architects, Denver, Colo.



CONSOLIDATED SCHOOL, CENTER, COLO., Mountjoy & Frewen, Architects, Denver, Colo.

toilets are of reinforced concrete and the classrooms, etc., are of wood joist construction.

The building is provided with a complete split system of heating and ventilation and is equipped with bell and lighting systems.

ENGLEWOOD HIGH SCHOOL.

The Englewood high school has been designed in a simplified, classic style carried out in light pressed brick, terra cotta and stone. The corridors and stairs and toilets are of concrete construction and the classrooms, etc., are of wood joist construction.

The building is devoted entirely to high school purposes and is especially complete in its appointments for teaching science and household arts.

The mechanical equipment is of the best school type. The heating and ventilation are of the split type. Electric bell and lighting systems are installed. The building cost \$120,000.

STATE TO ENCOURAGE SCHOOL ARCHITECTURE.

The Bureau of School Buildings of the Pennsylvania Department of Public Instruction is about to work out a definite program on school-house construction as follows:

First. A revision of all standard plans including buildings comprising from one to four classrooms.

A descriptive bulletin covering all revised plans for distribution thruout the state.

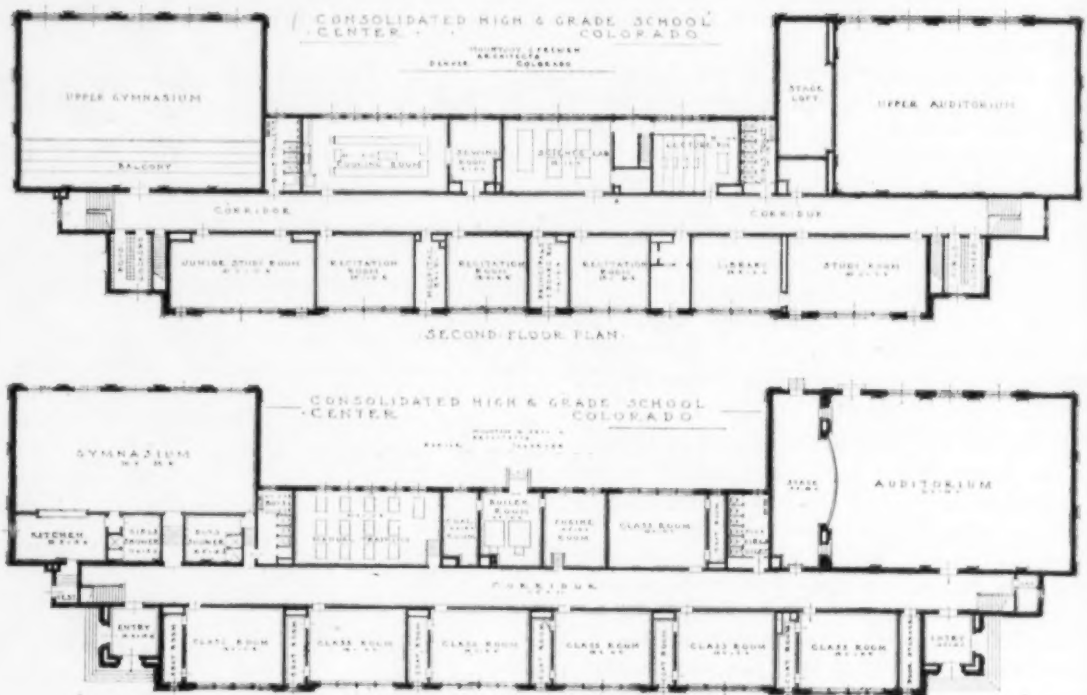
Second. A bulletin on "school equipment," the purpose of which is to assist boards of school directors to provide satisfactory equipment when erecting new buildings or replacing those already installed.

The bulletin will include sanitary outfits, plumbing, electrical work, window shades, methods of ventilating, and other necessary apparatus and information.

Third. A bulletin which will tell how to beautify the school grounds, containing plot plans and complete information of economical means for improving the school sites.

Fourth. Information for all districts telling of the one-story school and its advantages over the multi-story building.

Assistance also is to be given to local boards and districts in planning their bond issue campaign for raising money for building purposes.



FLOOR PLANS OF THE CONSOLIDATED SCHOOL, CENTER, COLO.

Often in the past, a school improvement plan has failed because of faulty methods in bringing before the locality the necessity of providing additional accommodations.

The three essentials emphasized in this line are: A careful consideration of the local financial resources; the plan and design of the buildings, and the efficient execution of the actual project.

At the present time some oppose the erection of new buildings because of the terrific expense of building. The bureau also combats this argument by showing that when needed, present expense in the long run is often economy.

THE UNIFORM PAY FALLACY.

At New Bedford, Mass., the question of a uniform schedule of salaries for teachers is under discussion. In opposing the measure the editor of the New Bedford Standard-Times says:

"In practically all the high grade work of the world, there is encouragement to and reward for progress and energy in its pursuit. The min-

ister, the doctor, the lawyer, the scientist, the business man, in general gets pay regulated by these things, within the bounds of circumstance. The workers in various branches of employment in those grades of work above the uniform routine of manual and industrial occupation are open to financial advancement thru fitness and faithfulness. Why should the teachers who study and think and put their mind and heart and time and energy into their work not receive recognition and reward in extra pay? Why should the teacher of ordinary ability and slight power of application, or with scant interest and shirking tendencies receive the full pay of the competent, hardworking teacher? Business does not endorse any such system. Why should the school department?

"Now the question of equal pay for men and women teachers in the high school is up. One argument that we personally have heard advanced for such a system is that there are men teachers who sit down on their jobs, while there are women teachers who work heroically. That

is a stronger argument for the replacement of the shiftless men than for more pay for the women.

"The equal pay proposition sounds fair on the personal side, if it stops there. But it can not stop there. It is a social economic problem, with an all-round bearing that can not be ignored. In the first place, educationists are trying to impress upon the public that men teachers are far too few for the good of the school influence upon the youth of the day, and that the inducement of enlarged pay should be held out to men. If the drag of the whole body of women teachers under a system of equal pay had to be carried along for every advancement desirable to secure a strong man teacher, there could be no such special inducement offered, and no particular encouragement for this exceptional splendid man who might be in the service, for the expense to the municipality would be prohibitive.

"On as high a plane as we shall want to put the whole matter, the fact must be faced that the relation of supply and demand applies to it, inevitably. At the present stage of the teachership profession, progressive communities are not greatly hampered by lack of teachers, but there is a recognized dearth of strong, capable men within it. A financial inducement is considered an essential to getting them into the profession. Anything that holds this back as a practicality is going to prove a weakness in the public school system.

"At another point the social economic aspect can not be ignored. It is that of the man as the head of a family. Generally speaking, the right sort have that ambition. In general, the woman school teacher has not that responsibility. Exceptional cases do not sway the argument of this statement. As husband and father the economic situation urges to a greater compensation for a man than for one without these responsibilities.

THE EDUCATIONAL PUBLISHER'S DILEMMA.

In contradistinction to profiteering in the field of commerce and industry, the schoolbook business has been subject to reverse experiences.

The cost of white paper, engravings, composition, presswork and binding has risen to exorbitant rates and the publisher finds himself unable to produce schoolbooks at the prices originally contracted for. The publisher who, a few years ago, contracted at the then prevailing prices to provide schoolbooks for a period of five years, has found himself unable to produce schoolbooks without a heavy financial loss.

Being a highly competitive article, the margin of profit per single book is a nominal one. It is only thru quantity production and large sales that the schoolbook business can earn a profit.



JUNIOR HIGH SCHOOL, MONTE VISTA, COLO., Mountjoy & Frewen, Architects, Denver, Colo.

While under these conditions a meagre profit per book may enlarge itself to a reasonable profit, it also follows that a small loss on every schoolbook can in the aggregate result in an enormous loss.

Common equity dictates that the publisher is entitled to the right price for his books and the school public ought to pay it. No man should willingly become the beneficiary of another man's misfortune. Publishers, no more than any other set of business men, could foresee the abnormal situation that later overtook them.

School authorities have in the main recognized the equities involved in the situation and have yielded to a reasonable increase in the price of books. Where school authorities have ignored these equities and have held to a rigid interpretation of contracts, trouble has followed. In Illinois, for instance, a suit has been instituted to prevent the authorities of that state from enforcing the law which provides that prices of schoolbooks shall not be changed for a period of five years.

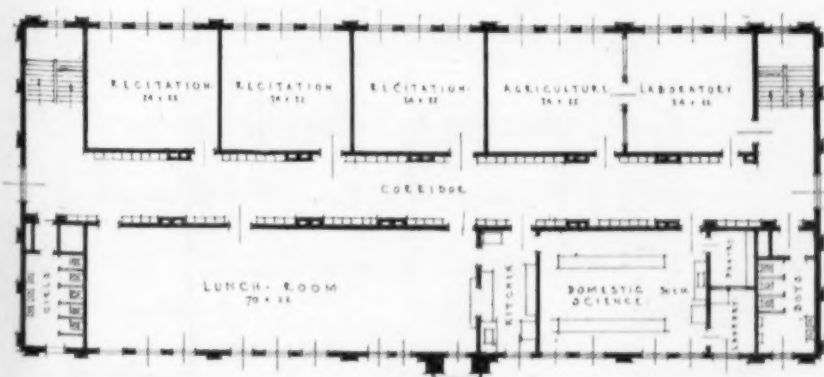
Somewhere in Ohio a schoolhouse was destroyed by fire. The local school board promptly placed the children in a vacant church. With 5,000 deserted churches in the United States and a corresponding schoolhouse shortage the foregoing may prove suggestive.

HIGH SCHOOL AT DURANGO, COLORADO.

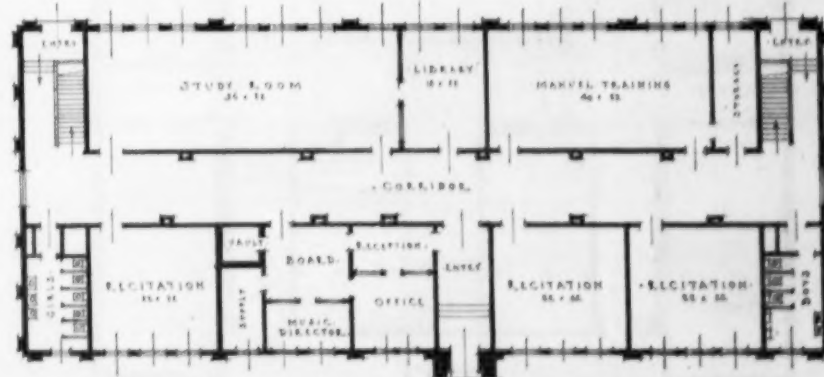
The high school at Durango, Colo., is evidence that isolation of a community is no bar against the most modern type of school architecture or completeness in equipment. The city of Durango is the center of the mining region in southern Colorado and is only reached by means of narrow-gauge railroad which tops the mining district surrounding the city.

The building faces south and is so arranged that the main class and study rooms are at the sides where they receive east and west light. The front of the building is occupied on the ground floor by locker rooms, on the first floor by offices, and on the second floor by a commercial department. At the rear there is a large wing containing the gymnasium, the auditorium and accessories to these important rooms.

The basement contains space for the heating and ventilating apparatus, the main floor of the gymnasium, and the swimming pool. The last mentioned room is reckoned a particularly desirable feature because it gives an opportunity for swimming to children who in the mountain country rarely have an opportunity to get into the water.

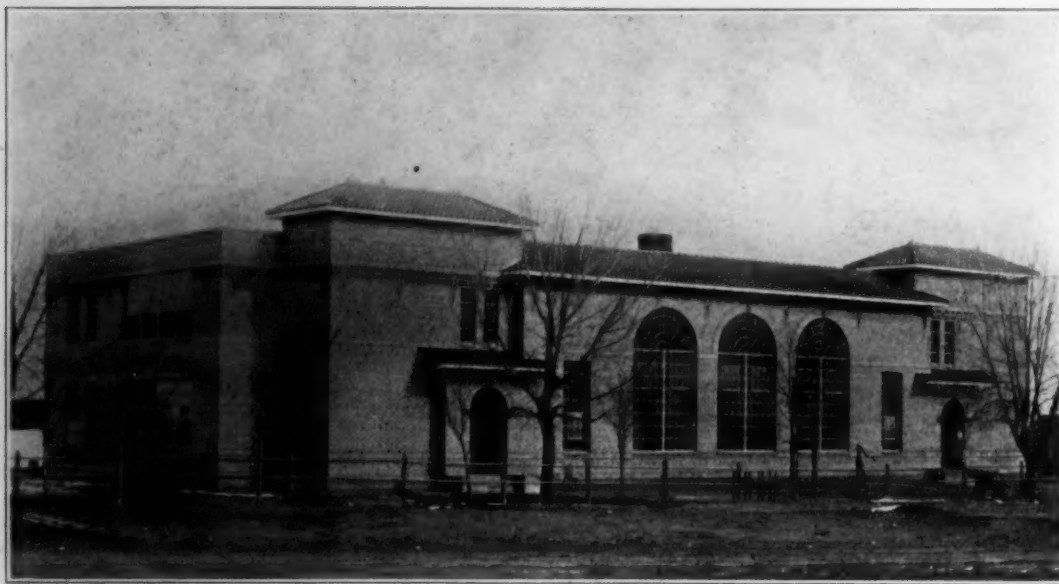


SECOND FLOOR PLAN



FIRST FLOOR PLAN

FLOOR PLANS OF THE JUNIOR HIGH SCHOOL, MONTE VISTA, COLO.



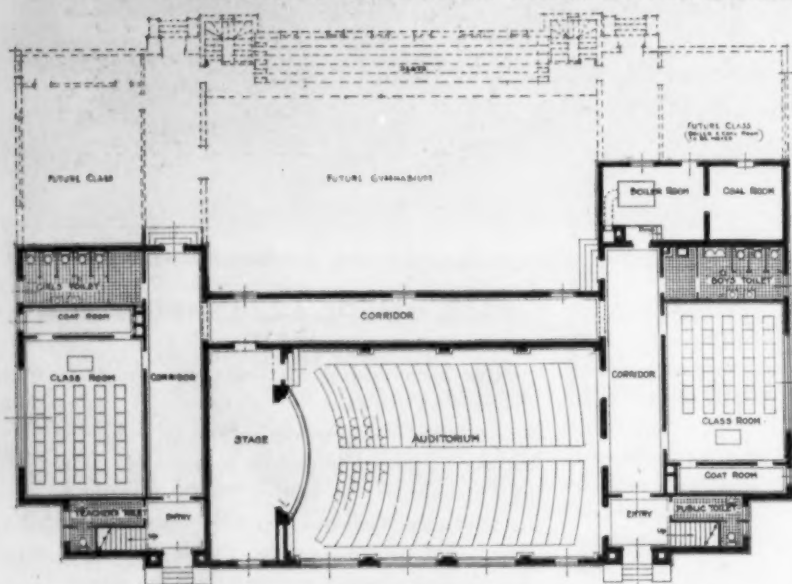
GRADE SCHOOL, VROMAN, COLO. Mountjoy & Frewen, Architects, Denver, Colo.

The ground floor contains three standard classrooms, the locker rooms for boys and girls, the manual arts department, the upper part of the gymnasium, the locker and shower rooms, and space for the physical instructor.

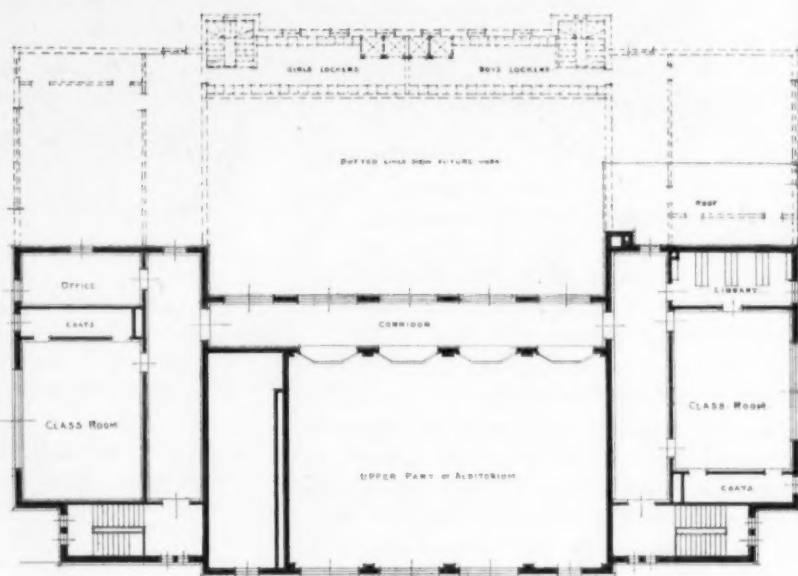
The first floor, which is entered by means of the front entrance leading from a terrace, contains the offices for the board of education and the superintendent, a teachers' room, a standard classroom, physics and chemistry laboratories, and a science lecture room.

The main floor of the auditorium, which has a seating capacity of 446, is also entered from this floor. The stage of the auditorium measures 22 by 35 feet and is ample for all school exercises, for civic and social entertainments, and for school theatricals. It is fitted with a complete equipment of scenery, footlights, etc.

The second floor has a household arts suite consisting of sewing and fitting rooms, a cooking laboratory, a model dining room and storage

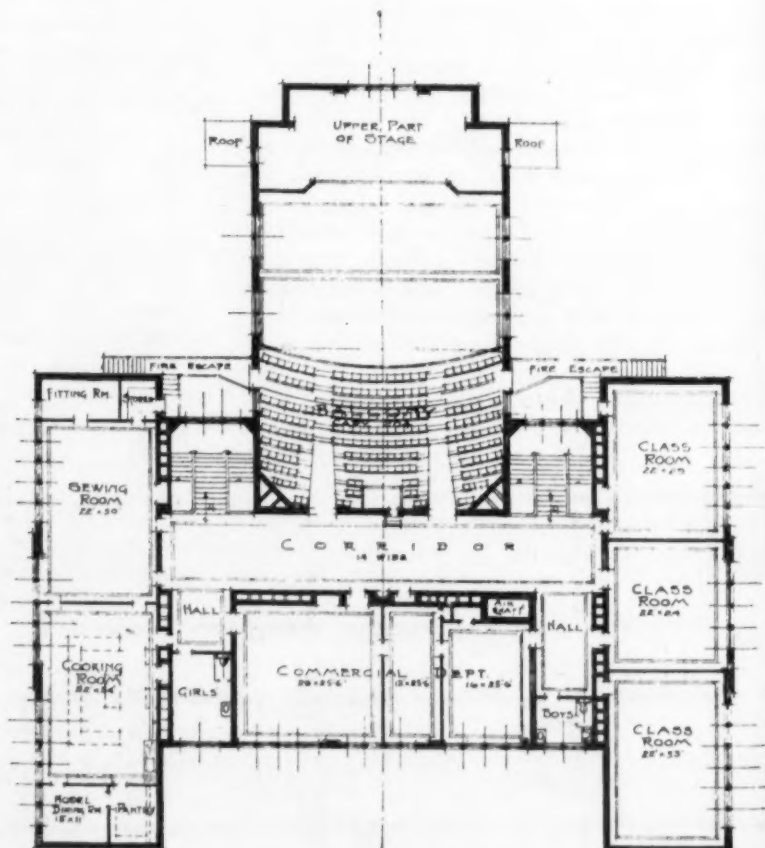
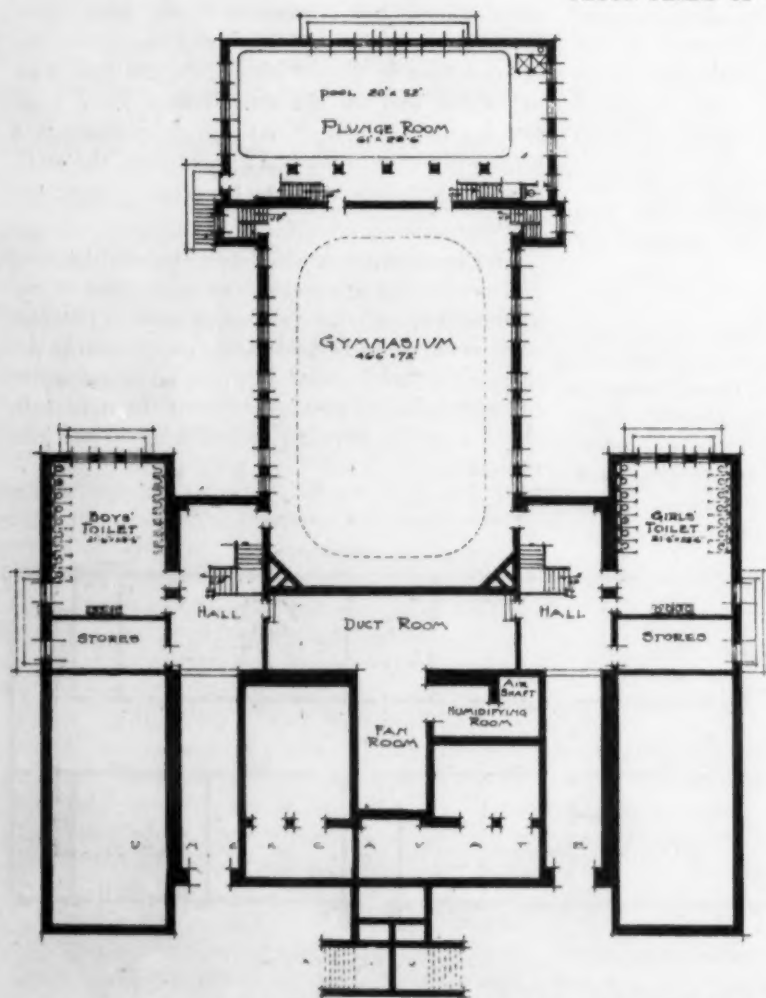


FIRST FLOOR PLAN



SECOND FLOOR PLAN

FLOOR PLANS OF GRADE SCHOOL, VROMAN, COLO.



FLOOR PLANS OF THE HIGH SCHOOL, DURANGO, COLO. MacLaren & Thomas (now MacLaren & Hetherington), Architects, Denver, Colo.



HIGH SCHOOL, DURANGO, COLO. MacLaren & Thomas (now MacLaren & Hetherington), Architects, Denver, Colo.

rooms. A commercial department on this same floor includes three rooms for typewriting, shorthand, office practice and general study. The east wing of the building is occupied by three classrooms.

The balcony of the auditorium is entered from the second floor. It has a seating capacity of 204 and space for a motion picture machine.

Special attention has been given to safety against fire in the placing of stairways and fire

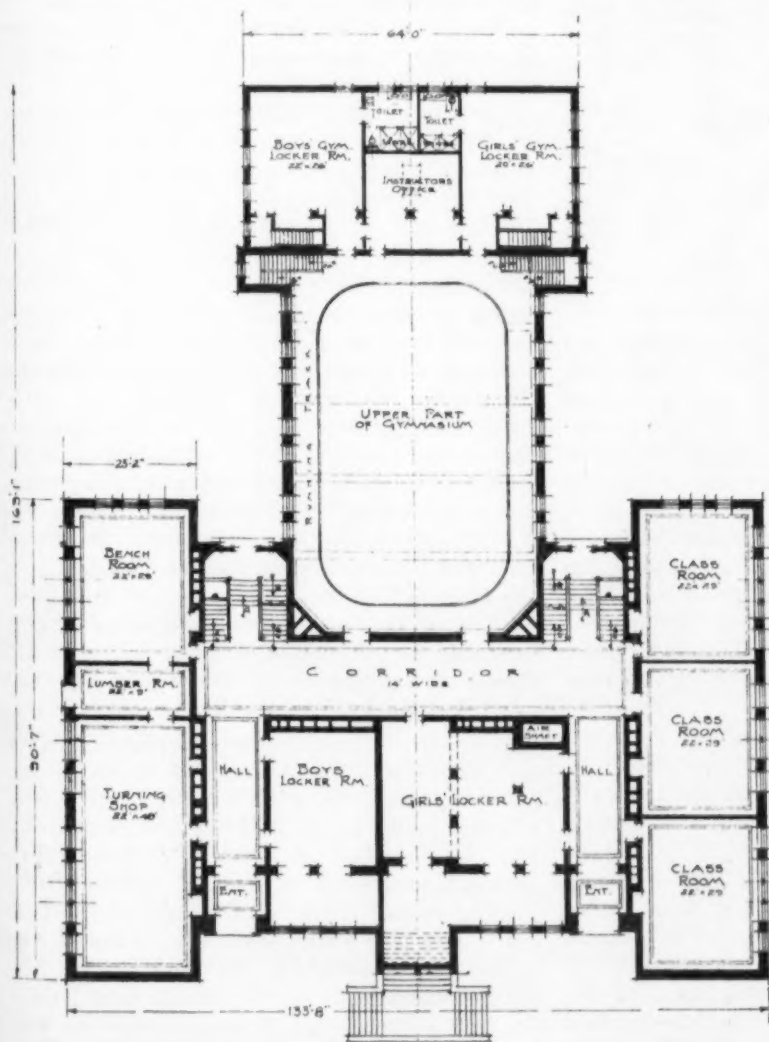
escapes. The latter are so arranged that they are accessible from the rooms without the use of the main corridor or stairways. The building has a complete mechanical equipment including a fan system of heating and ventilation.

The exterior of the building is faced with mottled press brick of Denver make. The classrooms are lighted on the unilateral plan and small mullions have been used to separate the window sashes so that a maximum of unob-

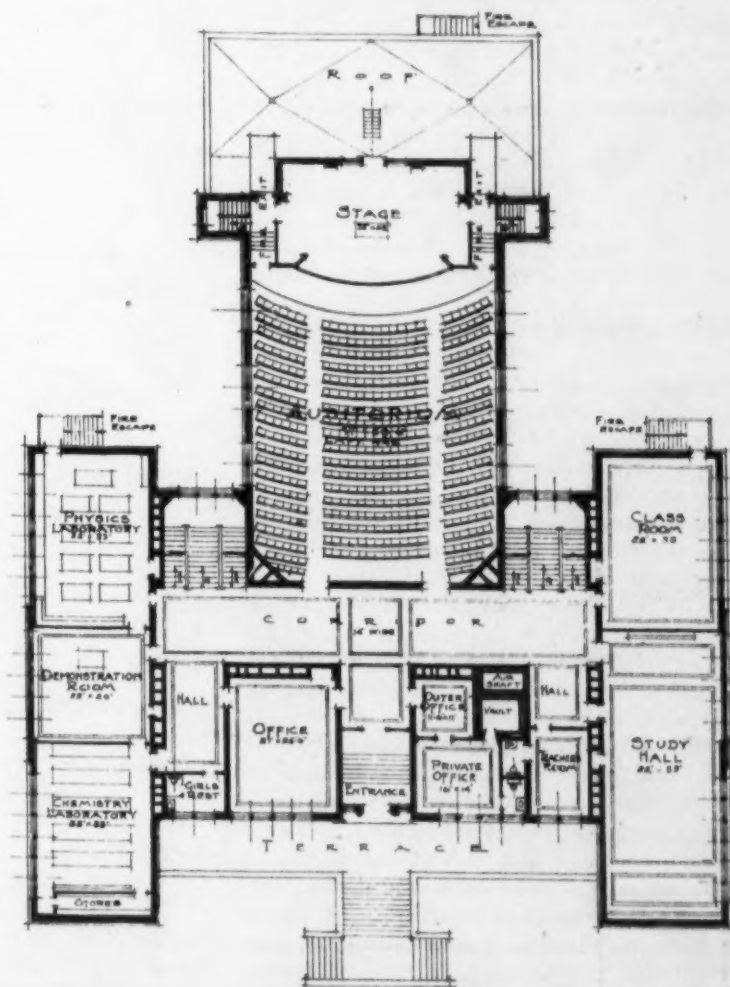
structed light is obtained. The roof of the building is of tar and gravel.

The building was completed in 1917 at a total cost of approximately \$165,000 or 20.7 cents per cubic foot. On the basis of the square foot, the cost was \$9.

The building was designed in 1916 by the former firm of MacLaren & Thomas, architects, (now MacLaren & Hetherington), Colorado Springs, Colo.



GROUND FLOOR PLAN



FIRST FLOOR PLAN

FLOOR PLANS, HIGH SCHOOL, DURANGO, COLO. MacLaren & Thomas (now MacLaren & Hetherington), Architects, Denver, Colo.



THE AMERICAN School Board Journal

WM. GEO. BRUCE }
WM. C. BRUCE } Editors

EDITORIAL

ENCOUNTERING LEGAL HITCHES.

The discussions and deliberations regarding teachers' salaries thruout the land usually end in a common agreement as to the equities involved in the situation. They lead to the conviction that the compensation of teachers must be adjusted in keeping with prevailing economic conditions and with a due regard for the value of the service rendered.

The real snags, if any, are encountered in the legal restrictions, or rather the tax limitations which confront many school boards at the present time. The cost of government has increased in proportion to the other necessities of life, and while the authorities have recognized the need of according popular education a proportionately larger share of the entire tax yield, the adjustment is checked where legal limitations are rigidly fixed. The increased valuation of taxable property, as warranted by higher rentals, will bring some relief, but will not on the whole offer an immediate solution.

In Philadelphia, for instance, the school board adopted a liberal increase in the teachers' wage as recommended by the state superintendent, but the schedule cannot be carried into effect without legislative action.

School boards elsewhere have agreed to avail themselves of the full tax limit but find these inadequate and must appeal to the lawmakers of their states for such amendments as will enable a more liberal school budget. Where this has been found necessary there should, of course, be no delay, and no state should hesitate to resort to a special session of the legislature to relieve a situation which is both pressing and vital to the stability and progress of the nation.

SCHOOL SYSTEMS AND COMMERCIAL BODIES.

There is a tendency on the part of commercial bodies in various cities to manifest an active concern in the welfare of the schools. There is also, on the other hand, a disposition on the part of school boards to draw upon the local commercial body for support in behalf of special school projects or departures.

Where the commercial organization, be it known as the Chamber of Commerce or by any other name, is truly representative of the business and professional interests of the community, directed by intelligent leadership, and intensely alive to its own mission, it may become a valuable ally of the school system.

Such a commercial body has it within its power to focus public attention to desirable ends and purposes and to crystallize sentiment in their behalf. The collective citizenship arrayed on non-political and non-clique lines and bent upon serving unselfishly an entire community, may become a dominating factor in all progressive movements of a local character. It may also become a powerful instrument in fostering and realizing desirable projects in the educational life of the community.

It is commonly believed by school boards that they can count upon public approval in every laudable undertaking in behalf of the schools. But, this is not always the fact. Only too frequently the most desirable plans and policies are not realized because public sentiment, for want of adequate information, will not sustain them. And there are but few school boards that will courageously brave an opposition that threatens to become embarrassing and annoying. Every school board wants to feel, in every important departure involving the taxpayers' money, that it has the good will and approval of an intelligent citizenship behind it.

Thus, school authorities, who find themselves in need of a wholesome public sentiment in behalf of an undertaking, should not hesitate, where the situation warrants, to present their case or cause to the local commercial body for consideration and support. The average American businessman is fairminded and liberal. In his support of the schools he outnumbers and outgenerals the chronic fault finder and obstructionist.

But, well established commercial bodies may also be of continuous service to the schools in another direction. The literature of such bodies usually deals most attractively with the local industrial, commercial and civic activities. Such literature may become quite serviceable in the instruction of classes on the history and achievements of the community. Teachers can readily avail themselves of this supplementary material in civics which commercial bodies will gladly supply.

Again, there are commercial organizations that will, upon request, arrange pupils' visits to manufacturing plants, to large commercial enterprises and governmental departments, and provide instructive talks on important features in production and distribution. In brief, the commercial body may be of inestimable service to the pupil in knowing his own town, in cultivating an appreciation for labor and its product, for commerce and its achievements, for government and its purpose.

As already stated, where the commercial organization is enterprising and efficient, and fosters high ideals in community service, the school board may well enlist its influence in the realization of laudable school projects which demand public approval and support.

WHO OWNS THE SCHOOLS?

With the grave problems which confront the schools of the country the mass of discussion, as revealed in the press and magazines, has grown to enormous proportions. Every conceivable phase of America's educational activities is brought under the microscope of individual or public attention.

Some voices are louder than others, but there is also the lone shouter in this monster audience who touches upon the unique, the unusual, the exceptional. He hikes to a great fundamental that everybody else has overlooked. He raises a laugh, and finally some one recognizes the sobering effect of his question.

"Who owns the schools?" cries some one after listening to interminable and involved ramblings into the realm of knowledge and the manner and method of disseminating that knowledge to a rising generation.

One answer is: "The control of the schools is fundamentally a state function, inasmuch as the children of the state are the future citizens of the state." The other is "that education is the function of the nation rather than of the states." The third answer is "that the schools belong to the unit that maintains them, the city, village or district."

Whatever may be the correct answer here, the

fact remains that the schools belong to the people who support them. When it comes to the matter of control, be that control in the hands of the nation, state or district, we are primarily concerned in their efficiency as citizenship builders.

The present decentralized system, whereby every unit is prompted to exert itself in behalf of the cause of popular education, has served us well, and has stimulated that self-reliance and self-assertiveness so essential to a self-governing people.

In the administration of the schools it may be well at times to remember who owns them, and what purpose they must serve.

SCHOOLS IN POLITICS.

The schools should get into politics according to the opinion of some schoolmen who seem to foresee a great era of educational prosperity from the participation of educational forces in the making of party platforms, the choosing of party candidates and the election of party nominees. We rather fear that the process is not so simple as it seems. It is most likely that the final result will be the entry of politics into the schools and the control of politicians over school affairs.

The most bitter fights of the past 25 years have been due to politicians who have interfered in city school affairs. The most effective reforms have come after the schools were freed from municipal, county and state participation in party and political movements.

The schoolman in politics is like the moth that flits into the flame.

WM. H. MAXWELL—SUPERINTENDENT.

The death of Dr. Wm. H. Maxwell, superintendent emeritus of the New York city schools, removes from the school field the strongest exponent of the professional prerogatives of the superintendent of schools in American cities.

The story of Dr. Maxwell's professional career is that of the organization and unification of the school system of Greater New York and of its growth to its present proportions. The schools of the city are his monument for he was the dominating and guiding power that welded them together, that fought for them, and that had the foresight to plan years in advance for them.

Like all big men in great administrative offices Dr. Maxwell was strong in personality and many-sided in his character. To the great mass of teachers and other school employees he was a great leader. To the over-ambitious and disloyal he was a czar or a dictator and ruthlessly disregarded of persons. To the politicians and members of the municipal administrations he was a fighter who gave no quarter, and a shrewd politician who could out-general a whole city council or a legislature. To governors and mayors, he was a suave diplomat. To the educators of the country he was a faddist, a classicist, a conservative, or a reactionary—according to their personal viewpoints. To his friends and intimates he was a genial, warm-hearted companion—witty, happy and loyal.

When Dr. Maxwell was elected superintendent of what is now the Borough of Brooklyn, his office was practically without power. All initiative was in the hands of the school board members; teachers and principals were chosen thru personal preferment or political influence, and the city council controlled the finances. It took but a very few years before Dr. Maxwell was master of the situation. He had been at the head of the schools of the Greater City only a few months before his power was reputed to be greater than that of any other city official.

While there can be no doubt but that Dr. Maxwell carried his idea of "one man power"

to an undesirable extreme, it was his example and his methods that were most influential upon the superintendency in all American cities. It was his example that impressed the generally accepted principles of the merit plan for the appointment of teachers, the initiative in all strictly professional matters, the removal of politics from school business, financial independence of city schools, etc. Without his outstanding leadership in the largest city, no group of small-city superintendents could have swung the movements that were inaugurated in the nineties of the last century and consummated in the first fifteen years of the present century.

Dr. Maxwell deserves the highest tribute which schoolmen in administrative positions can give him. He will rank with the foremost of our educational pioneers.

HOLD THE TEACHERS.

While reports from various sources indicate that the exodus from the teaching profession has been greatly reduced thru the increased salary schedules which have been made effective, or will go into effect in September next, the situation is more serious than ever. The actual shortage of teachers for the next school year will be greater than it was in 1919 and some further extraordinary measures will be necessary to put all the children in classes. The large cities now have and will continue to have sufficient applicants for all vacancies; it is in the villages and country districts that the great pinch will come.

It is our earnest advice to all school boards to strain every energy toward retaining the present forces and toward immediately employing available candidates. For the year it is not wise to be too insistent upon degrees, or experience in previous positions—the efficiency and availability of instructors, especially for the high schools, are the important facts to be remembered. We realize fully the dangers of this policy and the evil effects which will follow if it is continued for any length of time. It is a condition, not a theory, that confronts us, and the condition must be met.

The efforts of school boards to obtain higher assessments of property and increased mill-rates, for improved conditions in the teaching profession and for greater democracy in school control, should not be abandoned. The agitation of the past and present year must be continued until the pendulum has swung back and teaching is again in a stable, effective condition.

IS IT TRUE?

Certain spokesmen of teachers' organizations, particularly the so-called teachers' unions, are adopting a very unwise and unjust attitude in trying to hold up school boards and superintendents to the public as the enemies of the teachers. They seem to feel that they must imitate labor leaders in attributing all sorts of unworthy motives and sinister acts to the men and women in administrative positions, and must seek to parallel in the school field the sharp division of interests that separates capital and labor.

We dare say that not one superintendent in a thousand is influenced by any motive but the best interests of the schools in his relations with his teachers. And not one school board member in a thousand is even approached by the privileged or capitalist classes in deciding school policies or fixing teachers' salaries.

There is no division of interests between administrative officers of the schools and the teaching staff. Both are engaged in promoting the public welfare, thru the education of children.

The inconsistency of the position taken by those teachers who fight school boards is aggra-

vated by their constant demands for democracy in school control. There can be no true democracy where there is opposition such as these teacher-labor leaders believe exists and are apparently fostering. The only progress that can come in the better relations of teachers and school boards will be the result of better understanding and better cooperation. Mutual respect and confidence are essential. These cannot be secured so long as radical speeches and silly charges are made.

SCHOOL BUILDING.

The present situation in the municipal bond market and the high cost of building construction should not, we believe, deter school boards from undertaking necessary projects for school-house construction. It would be folly to build ahead of the needs of the schools, or to engage in wholesale financing of long-term bonds. But, school building programs for the balance of the present year should seek the shortest possible terms of maturity for bonds and should be adequate in seeking to supply a seat for every child in both grades and high school.

It is absolutely certain that, even tho a reduction in the cost of food, clothing and other essentials of living should become apparent after next fall, a similar reaction will not come in building prices for a long time. It is hardly to be anticipated that building construction will be lowered within several years. These costs have been the last to rise and have not been shot up in proportion to other costs. The shortage of housing is so acute that it cannot be met within several years, and the present shortage in materials and labor will hardly be relieved until we have caught up with the demand for domestic and commercial buildings.

School boards will be wise, we think, to keep up their building and financing projects as they see their needs.

A NOTABLE PROJECT.

In the May issue of the JOURNAL there appeared a group of plans for one and two-teacher schools which is worthy of study by every superintendent and school board member who has control over rural schools. The plans were prepared by a leading eastern school architect as types of buildings and are to be tried out in the state of Delaware, and to be studied in the shape of completed structures for further improvement and general adoption. It is intended to put up in the state more than a hundred schoolhouses within the next two or three years.

The most notable feature of the plans is their adaptability to future upkeep. It is true that they are most interesting modern adaptations of an indigenous colonial style of architecture and that they will fit ideally into the local ideas of beauty and fitness in rural domestic structures. It is also true that they reflect accurately the most advanced ideas of rural school courses. Sanitation in the shape of ventilation, water supply and sewage disposal has been very completely supplied. But the real advantage in the buildings is the provision for minimum upkeep. This feature is hardly apparent from the illustrations and the architect has been too modest to dwell upon it in his description. It is a point that must be remembered in all rural school-house planning. Frequently teachers are incompetent or careless; janitor service is not provided or is thoroly inefficient. The buildings are vacant and neglected during long summer vacations and during brief, freezing winter vacations. Seasons of penury in tax levies occur.

The example of the Delaware citizens and of their architect in planning for neglect, as well as use, may well be followed in all rural school districts.

THE ELECTIVE VERSUS APPOINTIVE SYSTEM.

The past decade has solved many problems in school administration decisively and conclusively. They are problems no longer. And yet they will spring up in localities as something new, and arouse the same discussions, the same arguments, the same controversies we have heard so much elsewhere.

The creation of school boards thru the elective system is established. In fact it has been established for many years. In the smaller communities, where everybody knows everybody else, it has proven the ideal system. In the larger communities it is more difficult to bring the qualifications of candidates to the knowledge of a voting constituency. In the great metropolitan cities the appointive system has been deemed the more practical.

But, the success of the appointive system rests upon the appointive powers. If those who appoint fix high standards of character and fitness and pick men and women regardless of ambitious, self-seeking candidates, the system is a success.

In view of the dissatisfaction manifested in several of the larger cities it would indicate that the appointing powers have not exercised good judgment in the selection of school board members.

As soon as the appointive system is attacked the elective is offered as the panacea. Thus, Philadelphia, which, by appointment, has retained some of its school board members for a quarter of a century, is seeking a change. And now the elective system is under consideration. It has been suggested, and wisely so, that the elections be held apart from other municipal elections, thus focusing public attention solely upon the candidates for school board honors.

Mr. O. M. Plummer, a former member of the Portland, Ore., school board, made a very pertinent observation in a recent public address. Secretary of Agriculture Benson of the State of Washington, who preceded Mr. Plummer, had declared sheep owners were glad to pay their herders \$150 per month because the sheep are so valuable running from \$15 for an ordinary animal to \$50 or \$100 per head for registered stock. Mr. Benson was followed by an officer of the Cheney, Wash., Normal School, who told that teachers could be obtained for \$75 per month but that boarding places for them were hard to find because the farmers asked \$30 to \$40.

Mr. Plummer pointed to the fact that farmers are willing to pay \$150 for the keep of a shepherd but are willing to pay teachers a salary that only nets \$40. "The inference," he said, "is that the children over whom the teacher has charge, are a bunch of scrubs."

Suffield, Conn., fired a school supervisor because he bought a five years' supply of school paper on a rising market. Why not re-employ him as purchasing agent for the board and double his salary?

Somebody has called Pennsylvania a slacker state in teachers' pay. A conscription of taxpayers may now be in order, Dr. Finegan!

The teachers all over the land are charging the school boards with penuriousness. In Grand Rapids the cry is: "Put the brakes on the school board. It has become too extravagant."

A janitor in a Brooklyn, N. Y., school is charged with throwing textbooks into the furnace for fuel. The pupils consider that janitor a hero.

Bay City, Mich., Teachers' Salary Schedule

Supt. Frank A. Gause

Hundreds of inquiries have come to us of late respecting the salary schedule adopted by the Bay City Board of Education here and I am taking this means of giving the educational public the information it desires.

There is nothing novel or particularly original in the plan. I imagine that someone or more of the features found in this schedule have been incorporated in every schedule in the United States.

The scheme adopted here does not partake of the automatic increment plan to which, I think, there are some very valid objections. It is a merit schedule, yet it allows a mediocre teacher an opportunity to advance in salary at a moderate rate for a sufficiently long time to prove her ability and disposition to grow. And it offers the inducement to the willing teacher and affords pressure for the indisposed.

By reference to the schedule below it may be observed that no teacher in the grades, however much training and experience she may have had, can advance beyond Division B, Class 3 if she does not attain a rating of "b" or better; she cannot pass Division C, Class 3, with a rating below "a."

perience and has a degree covering four years normal and college training. She is an "a" teacher. She classifies as D 2 and will receive \$2000 next year, and if she has five credits above that required for a degree she will receive \$205 a month or \$2050 a year. By the same method high school salaries are determined.

The question is asked, "How are the ratings 'a,' 'b' and 'c' determined?" In the first place a visiting committee of five is appointed by the president of the teachers' club, of which all teachers are members. The personnel of this committee must be approved by the superintendent of schools. This committee visits all teachers in the system two or three times a year. The principal in charge first rates her own teachers and sends her ratings to the office. About the first of April the visiting committee meets in the superintendent's office and with the respective principals and supervisors discuss the rating of each teacher in the city. From this meeting a report is made to the superintendent who passes final judgment.

The points considered by the committee are as follows: Loyalty to the system, 100; Influence on pupils, 200; Efficiency of instruction,

On one or another of the points our Miss Doe may fall a little short of Miss Jones. If so the committee will rate down a few points on these items.

After all is said, the scheme is not altogether satisfactory and we are willing to follow the lead of some one who points a satisfactory method of rating teachers. An eminent educator has pronounced the Bay City plan the most scientific in the country and his approval confirms our own feeling that it is, to date, as usable as any.

THE SIX-SIX PLAN OR THE SEVEN-FIVE PLAN FOR CITIES HAVING LESS THAN EIGHT THOUSAND SCHOOL POPULATION.

R. L. Short, Director Lakewood, Ohio, High School.

The demands of modern education are such that the pupil in most cities of 50,000 to 75,000 is handicapped as compared with his cousin in large cities. The junior high school and the technical courses in senior high school cannot well be carried on in cities of moderate size except at almost prohibitive expense. Since the first cost of instruction in all active subjects, such as shop, drawing, sewing, cooking, is double that of academic instruction and to this must be added first cost of equipment, larger rooms and maintenance it is essential to economic administration that rooms, equipment, and teachers be used to maximum capacity. Technical or vocational courses require twelve to fifteen varieties of shops. To equip, man, and maintain such a group of shops is beyond the small city unless the six-six plan is adopted.

The above groups of shops will afford facilities for 1400 to 1600 pupils taking a minimum of ten hours a week laboratory or shop training. These rooms with a proper proportion of classrooms will house 2000 pupils. Courses then may be offered along academic, technical, and commercial lines and facilities will be equal to those in the specialized schools of the larger cities.

This six-six plan if made a unit in administration and teaching gives the seventh and eighth grade boy and girl the advantage of as many kinds of hand work as the school can offer to its upper classmen, makes possible the employment of a special teacher in each department and cuts the expense in teaching cost by reducing duplication of equipment and overhead of idle rooms and equipment.

While there are some disadvantages to this grouping they are far outweighed by results thus made possible. The younger pupil comes in contact with a special teacher in every subject. His arithmetic and science are better presented. More men teachers can be used and segregation is possible. Since the same teacher is used in both upper and lower grades it forces administrators to restrict the teaching to college graduates.

It is also possible to use the same advisor for a pupil during the entire six years—this at a time of life when he most needs a man who knows him well. This can be accomplished by using the permanent home room system.

As a school system outgrows the six-six plan and does not for some time demand two high schools the seven-five plan may be substituted to advantage to house the children during such interim.

The school which the writer is directing is now undergoing this change from a six to a five year plan. The courses are somewhat disturbed but can be so modified as to care for the needs of the pupils until additional buildings can be erected.

GRADE SCHEDULE.

Div.	Class.	Exp.	Rat.	Rat.	Rat.	Sal.	Sal.	Sal.	Qual.	Ex. Cr.
	1	0	a	b	c	100	90	80	24L	Above 24
A	2	1	a	b	c	105	95	85	24L	
	3	2	a	b	c	110	100	90	24L	
	1	3	a	b	c	120	110	100	24L	
B	2	4	a	b	c	125	115	105	24L	
	3	5	a	b	c	130	120	110	24L	
	1	6	a	b		140	130		24L	Per month
C	2	7	a	b		145	135		24L	\$1,000-150
	3	8	a	b		150	140		24L	1,000-155
	1	9	a			160			24L	1,000-160
D	2	10	a			200			AB	1,000-170
										1,000 above 48

HIGH SCHOOL SCHEDULE.

Div.	Class.	Exp.	Rat.	Rat.	Rat.	Sal.	Sal.	Sal.	Qual.	Ex. Cr.
	1	0	a	b	c	140	130	120	48	
E	2	1	a	b	c	145	135	125	48	
	3	2	a	b	c	150	140	130	48	
	1	3	a	b	c	160	150	140	48	
F	2	4	a	b	c	165	155	145	48	
	3	5	a	b	c	170	160	150	48	
	1	6	a	b		190	180			\$100 extra
G	2	7	a	b		195	185			for MA degree
	3	8	a	b		200	190			
K	1	9	a	Open						

To give a concrete illustration or two of how the scheme applies we will take Mary Doe, who has had seven years' experience. Run down the column "Exp." to 7. Miss Doe, on the basis of experience, is classified C 2. If her rating is "a" she will receive next year \$1450. If her rating were "b" she would be thrown back two classes and would be classified as B 3 and would receive \$1200 or \$240 less than her experience alone would entitle her to.

Suppose Miss Doe is rated as an "a" teacher. To hold a contract with the Bay City Board she must have a Life Certificate or 24 credits from a Michigan or other State Normal school. If she has had training above that she will have added to the \$1450 given her in the schedule \$10 a year or \$1 per month for each additional credit up to \$150 a month. The limit for this class, as indicated in the table, is \$150 a month or \$1500 a year.

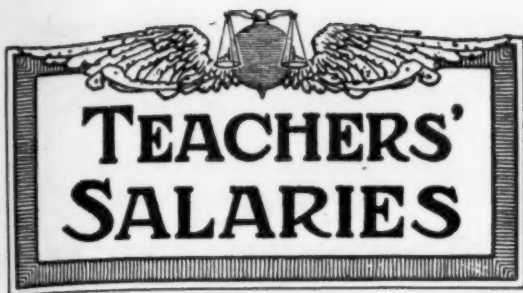
Miss Edith Jones has had nine or more years' experience and is rated "a" or excellent. She has nine credits above that required for the life certificate. She classifies as D 1, and will receive \$1600 plus \$90 or \$1690 a year.

Jane Brown has had ten or more years' ex-

perience and has a degree covering four years normal and college training. She is an "a" teacher. She classifies as D 2 and will receive \$2000 next year, and if she has five credits above that required for a degree she will receive \$205 a month or \$2050 a year. By the same method high school salaries are determined.

Such a plan seems a bit mechanical and will become decidedly so unless carefully and conscientiously administered. But it seems to me to reduce the dangers incident to intimate personal contact between the principal and her teachers. And again five or six judgments are brought to bear on each case and I am inclined to the belief that in a matter of this kind five or six heads are better than one if one is a superintendent's head.

We do not fail to appreciate the fact that teachers are not ratable in terms of figures. And in the committee discussions this fact is given full recognition. But on all the points to be considered our Miss Jones may be all that may be desired. If so she is given the limit rating.



A TEACHER'S THOUGHTS ON WAGES.

H. E. Stone.

I am in hearty favor of materially increasing the salaries of all teachers in Erie and everywhere. I do not believe, however, in the substitution of Soviets for superintendents, in the relegation of school boards and administrative officers to the position of clerks whose chief duty shall be to carry out the will of teachers regardless of the welfare of pupils.

I believe it the function of administrative specialists to hire teachers and to appraise their value. They alone are aware of the practical workings of the economic law of supply and demand as it affects the gaining, developing and retaining of efficient teachers.

I believe that boys and girls have a right to the best teachers the community can afford to pay for, and that administrative officers owe it to these same boys and girls and to their parents to eliminate the unfit whenever their places can be filled by the capable and progressive.

I do not believe any school system can afford to drive personality and progress away by leveling salaries, establishing inflexible maxima, or failing to recognize individual differences among teachers as well as among pupils.

I, therefore, append the following for consideration by boards of education now besieged by taxpayers and teachers on the vital questions of school taxes and teachers' salaries:

How Much Wages?

Are you underpaid? Of course—in your own estimation. You have resorted to comparisons, haven't you? "There's John Smith, etc., etc." Perhaps you don't like him, anyway.

Stop!—Are you worth more? What have you done for self-improvement this year—this very month?

Look—There is a man in your same line of work who works longer than you and who makes fewer mistakes. Do you admire him or are you jealous of him?

Listen—Are you loyal? Can you be trusted? Do you boost or do you knock? How much are you worth to your employer? Do you care? Are you really interested in the success or failure of the business?

Prejudice, bitterness, disloyalty and jealousy are efficiency killers. When were you killed? Who did it? The world pays little for dead ones.

Judgment, sanity, loyalty and love are life savers. Who saved your life? How much has the rescue been worth to society?

Now project yourself. Imagine you're the engine. Do you keep on the track? What is your speed limit? Do you heed danger signals? How often are you laid up for repairs? Can you upgrade without puffing? How's your steam?

Say, fellow, have you ever stopped to look into your own worth in service to the community? Have you ever taken yourself into your mental roundhouse for a complete overhauling? You need not stop traffic to do it. Issue orders to yourself from headquarters and obey!

EVELETH SALARY SCHEDULE.

The board of education at Eveleth, Minn., has adopted a salary schedule providing for a grade

minimum for advanced normal graduates (no experience) of \$130 per month; graduates of three-year courses (no experience) of \$140 a month; grade or high school teachers, college graduates (no experience) of \$150 per month, and high school or junior college teachers, with master's degree (no experience) \$160 per month. The maximum salary for grade teachers is \$1,900 and the highest at present paid for senior high school instructors is \$2,550.

The rules provide that 95 per cent of the teaching staff must have completed two years or more of teaching experience. All teachers without experience must have ranked in the upper half of their class at normal or college. No credit is allowed for more than six years of outside experience.

HUTCHINSON SALARY SCHEDULE.

The teachers' committee recently presented to the board of education of Hutchinson, Kans., a report relative to a salary schedule for teachers for the year 1920-21. The schedule was made on the basis of the findings of a survey conducted in January, 1920, which covered wages and salaries paid in various occupations in Hutchinson in 1914 and in 1920, and the average per cent of increase in wages and salaries as shown by 118 reports, each including from one to more than fifty persons. The committee recommended the following approximate schedule of salaries:

Elementary teachers will be paid from \$1,215 to \$1,710; junior high school teachers from \$1,305 to \$1,800; senior high school teachers from \$1,620 to \$2,385; principals of elementary schools, yearly increase of \$2,000 for an eight-room building, with an addition of \$45 per year for each room in addition to eight rooms; principals of junior high schools \$2,400, and supervisors of special subjects \$1,800 per year.

It is estimated that the general average increase in salary will reach fifty per cent.

JAMESTOWN SALARY SCHEDULE.

The board of education at Jamestown, N. D., has adopted a salary schedule under which the teachers are divided into three groups: Group I is composed of graduates of normal schools with two years' experience since graduation in a system having ten or more teachers.

Group II is made up of college graduates with eleven or more semester-hours' credit in education, and two years' experience in a system having four or more high school teachers.

Group III consists of teachers who have been commended for special meritorious service, for professional study or for summer school work.

Normal Graduates.

Teachers in Group I will be paid a fixed salary the first year. Group II will be paid \$135 per month the second year, \$145 the third year, and \$155 the fourth year. Group III will be given \$135 per month the fifth year and \$175 the sixth year.

College Graduates.

Teachers in Group I will be paid a fixed salary the first year. Group II will be paid \$155 per month the second year, \$165 the third year, \$175 the fourth year, and \$185 the fifth year. Group III will be paid \$195 the sixth year, and \$205 the seventh year.

The board reserves the right to raise the rating of any teacher for meritorious service, even beyond the maximum.

HAMMOND SALARY SCHEDULE.

The school board of Hammond, Ind., has adopted a salary schedule under which teachers are divided into five classes, namely, Class A, Class B, Class C, Class D, and Class E. The schedule is as follows:

Grade Teachers.

Class A, high school and normal training, with twelve months' certificate, inexperienced teachers \$950; experienced, \$1,100, with increases of \$50 up to a maximum of \$1,400.

Class B, high school and normal training, with 24 months' certificate and one year's successful experience, \$1,200 the first year, with increases of \$50 up to a maximum of \$1,500.

Class C, normal school graduate, with three years' provisional certificate, \$1,400, with increases of \$50 up to a maximum of \$1,700.

Class D, same as Class C, except that teachers in service prior to August, 1908, may be exempted from normal school graduation.

Class E, normal school graduate, or college or university graduate, with Bachelor's degree, provisional or life certificate, and sixty months' experience, \$1,600, with increases of \$50 up to a maximum of \$1,900.

High School Teachers.

Class A, college or university graduate, with

Bachelor's degree and high school license, \$1,400.

Class B, college or university graduate, with Bachelor's degree and high school license and at least one year's experience, \$1,650, with increases of \$50 up to a maximum of \$1,950.

Class C, college or university graduate with at least sixteen semester hours' credit toward degree, high school license and at least two years' experience, \$1,750, with increases of \$50 up to a maximum of \$2,050.

Class D, advanced degree from college or university, high school license, and three years' experience, \$1,900, with increases of \$50 up to a maximum of \$2,300.

Heads of departments in high schools will be paid \$100 in addition to the schedule, with increases of \$50 on successive reelections to the maximum of \$2,500.

TEACHERS' SALARIES IN ANN ARBOR.

In February, 1920, the president of the Teachers' Club of Ann Arbor, Mich., upon the suggestion of the members, appointed a committee on teachers' salaries which was given the duty of making a study of actual living costs and of deducing from them reasonable recommendations for a salary schedule for the ensuing year. The report which was based on the findings of the committee, gave statistics which had been obtained from reliable businessmen and from actual transactions in the grocery, dry goods, furniture and fuel businesses and in the lines of rentals, railroad fares, drugs, draying, hardware and paints, dentists and doctors, charitable and religious activities.

A table and graph prepared by the committee shows the inadequacy of present salaries in view of decreased buying power of the dollar. It was shown that if teachers are to be paid as much as they received seven years ago (in terms of what they must buy) the number of dollars must be increased by approximately 120 per cent. The graph which sets forth the facts in the table in a striking manner, points out that the cost of living has increased 120 per cent on the one hand, while the salaries of heads of departments have increased twenty per cent, that of high school instructors (male) 45 3/5 per cent, that of high school instructors (female) 62 3/4 per cent, that of ward principals 67 1/2 per cent, and that of grade teachers 59 per cent.

The committee in making its report recommended that the minimum salary be not less than \$1,200 in the grades and not less than \$1,400 in the high school. It is also suggested that salaries be increased by such amounts above the minimum as will provide for the young teacher a reasonable reward for improved efficiency thru the first four or five years of experience, and that will hold out the prospect of greater reward for continuance in the profession. The maximum should be reached by the tenth year or sooner.

The maximum salaries for teachers sufficient to enable them to live in reasonable comfort, according to the committee, should be fixed at \$1,800 in the grades and \$2,000 in the high school.

In preparing a salary schedule it was recommended that the preceding provisions be embodied, and that each teacher be given a rating according to the preparation, experience and merit of the individual.

As a supplementary provision, it was the suggestion of the committee that the superintendent be given power to advance a teacher beyond the regular rating in recognition of special merit or to prevent a serious loss to the school system because of outside competition.

The work was performed by a committee of five working under the direction of the chairman, Mr. L. D. Wines and Mr. J. B. High, who acted as secretary.

TULSA SALARY SCHEDULE.

The teachers' committee of Tulsa, Okla., has presented to the board a tentative salary schedule for adoption with the beginning of the school year 1920-21. Under the schedule, teachers are divided into four groups and are rated on the basis of personal fitness, preparation, and teaching power and results. It is provided that all teachers who have fulfilled the requirements and who have been regularly re-employed shall be given increases of \$360, payable in twelve installments.

Principals and supervisors of the present corps will receive an annual increase for the school year of \$360, the same to be based upon the increased living cost, training and experience, and success and responsibility.

Teachers graded "A" will be advanced \$5 per month each year until the maximum is reached. Teachers rated "B" will be advanced \$3.50 per month each year up to the maximum. Teachers

(Continued on Page 80)



A SCHOOL BOARD CONGRESS.

A Congress of School Boards will be a feature of the meeting of the National Education Association which will be held July 4-10, at Salt Lake, Utah.

The program which is divided into morning, afternoon and evening sessions, will be devoted to addresses and discussions of important subjects by well-known educators.

At the morning session the subject will be "The School Board's Place in the Educational System." Four-minute addresses will be made by Albert Wunderlich, St. Paul, Minn.; Orva Snell, Lincoln, Neb.; Mrs. J. H. Barnes, Duluth, Minn.; R. W. Corwin, Pueblo, Colo.; J. C. Freece, Davenport, Wash.; John M. Withrow, Cincinnati, O.; C. C. Hansen, Memphis, Tenn.; E. C. Day, Helena, Mont.; Frank Thompson, Cleveland, O.; O. O. Haga, Boise, Idaho; Mrs. V. H. Miller, Tacoma, Wash.; Judge Frank Gilbert, Albany, N. Y.

Commissioner John H. Finley of the New York Educational Department, Albany, N. Y., will follow with an address on "The Survival of Professional Spirit Despite Economic Pressure and Social Unrest," and Dr. P. P. Claxton, United States Commissioner of Education, Washington, D. C., will discuss "Adequate Salaries for Teachers."

In the afternoon, the subject will be "The Part the Teacher Should Play in the Administration of the School System." Four-minute speeches will be made by Supt. M. G. Clark, Sioux City, Ia.; Cornelia Adair, Jessie Skinner, Portland, Ore.; Stella Herron, New Orleans, La.; J. R. Kirk, Agnes Winn, Supt. O. C. Pratt, Spokane, Wash.

"The Relation of Teacher Shortage to Educational Standards" will be discussed by Payson Smith, Commissioner of Education, Boston, Mass.

"What Should Be Done to Keep High Class Superintendents in the Schools" will be taken up by Dr. E. O. Holland, State College, Pullman, Wash.; Dr. E. O. Sisson, University of Montana, Missoula; Dr. Wm. M. Davidson, Pittsburgh, Pa., and Charles E. Chadsey, University of Illinois, Champaign.

The evening session will be devoted to the subject, "Financing the Public Schools." Mr. W. C. Bagley, Columbia University, New York, will discuss the subject from the rural standpoint; Mr. Frank A. Vanderlip from the business standpoint, and Gov. F. O. Lowden of Illinois, from the standpoint of the state.

A "KNOW YOUR OWN SCHOOLS" MOVEMENT.

The Seattle Chamber of Commerce has inaugurated a campaign for the betterment of the schools. A committee is to visit the schools in teams of two men to visit the grade schools and in teams of four men to visit the high schools.

It is the purpose of the movement that the business men of the city should take a more active interest in the schools and enable a group of community-minded citizens to make a first-hand study of the situation.

The "friendly visitors" are to consult with the school people in each building and thus secure a higher appreciation of school needs. One of the members stated: "The interest in the school system too often has degenerated into an attitude of vague benevolence—a feeling with many that a fine school system is a laudable byproduct of any big city just as are parks and public playgrounds. In recent years the work of women has done much to break down the barriers between the school and its patrons, but we must draw in the men folk."

"It is necessary, if communities are to meet the present educational crisis intelligently, that leading citizens must give time and study to all phases involved. With this in view we are asking the business men of the community to go out into our schools and study their problems first hand, then go out to arouse and direct public opinion toward their satisfactory solution."

PROVIDING HOMES FOR TEACHERS.

Free homes for rural school teachers probably will be provided by Minnesota school districts as regularly in the future as salaries are at pres-

ent, in the opinion of officials of the state department of education.

James McConnell, state commissioner of education, has approved the idea, advocated at the state conference of school board members, of each district giving its teacher a home and garden land.

In a modified form this plan already is being developed in a few Minnesota counties. In St. Louis county about twenty districts provide homes for their teachers. In the case of small schools employing only one teacher, a residence section is often added to the school building itself, according to C. C. Swain, state inspector of rural schools.

In Southern Minnesota the idea is being worked out along different lines. School districts have consolidated in many instances in that part of the state to build one large modern school instead of several small ones.

In a dozen or more such cases a community home for all the teachers has been provided. At Huntley, Faribault County, a \$15,000 teachers' home is now being constructed.

"These experiments have proved very successful," said Mr. Swain. "They have resulted in better satisfied teachers and better work. The movement is growing steadily."

AMONG BOARDS OF EDUCATION.

After a controversy lasting over two years, Philadelphia will have a school survey. The school board, being unable to finance the survey, a fund of \$30,000 was raised by private subscription. Dr. Thomas E. Finegan, State Superintendent, will have charge of the work.

A large proportion of the citizenship of Wichita, Kans., has petitioned the school board to prohibit the teaching of folk dancing in the schools.

Owing to the crowded condition of the schools, the Pittsburgh school board is considering the exclusion of non-resident pupils. Portable school-houses will be retained.

The School Committee of Lawrence, Mass., has under consideration a charge that the school-books are pro-British. Superintendent Bernard M. Sheridan has been instructed to investigate and report.

The school board of Ardmore, Okla., has made an arrangement with the Ardmore Chamber of Commerce whereby that institution maintains a junior chamber for the benefit of boy students. The school board pays the dues. State Superintendent R. H. Wilson commends this action and recommends and advises other boards in that state to follow the example.

Controller Charles L. Craig of New York City has presented to the legislature a brief in support of the Burlingame bills to establish a paid board of education of three members and amending the state educational law in other respects. The provisions of the bill are:

1. It wipes out the present board and provides that its successor shall be a board of three members to be appointed, one each, by the Mayor, Controller and President of the Board of Aldermen, to serve for a term that shall end on May first, following the inauguration of each new city administration, and the salaries to be fixed by the Board of Aldermen upon the recommendation of the Board of Estimate.

2. It provides that the city superintendent shall perform his duties "under the direction and control of the board of education."

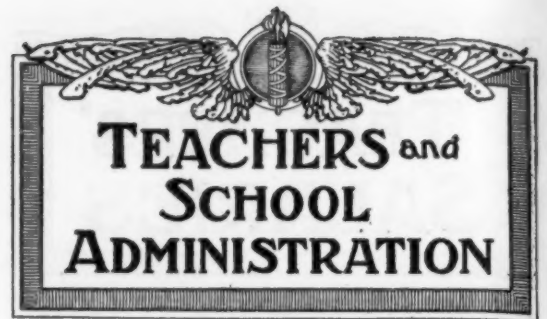
3. It provides that textbooks shall be designated by the board of education in the same manner as in other parts of the state; and that the appointments to vacancies may be made by the board from those qualified under the Civil Service, without being dependent upon and limited to the recommendations of the Board of Superintendents.

St. Louis, Mo. Teachers belonging to a union labor organization will not be employed by the board of education, according to an announcement issued by the president. Teachers employed under contract for the year will be retained but at the close of the present year, all union teachers will be ignored in making appointments.

The action of the board is based on the opinion that the alliance of a teacher with a labor organization or a trade union, is contrary to good public policy and is inimical to the best interests of the schools.

Milwaukee, Wis. It has been recommended that the board adopt rules and regulations to govern the financial practices of high schools which operate cafeterias, bookstores and conduct athletic activities. It is the purpose of the board to place these activities on a uniform business basis.

(Continued on Page 87)



THE TEACHER'S CASE IN NUTSHELL FORM.

The Providence, R. I., Federation of Women Teachers has presented the school board of that city with an exhaustive report on the salary question. It closes with the following points:

1. A teacher's work is done most effectively when she is in good health and relieved of the worry over how to make ends meet.

2. A teacher is of greater value to the community when she is able to devote a part of her spare time to advancing herself professionally.

3. A teacher should not be forced to seek extra employment during the summer months or evenings, but should be able to direct her reserve energy and leisure to educational advancement.

4. The raising of the compensation of a teacher to living and saving wage, must result in a higher standard for the teacher and will attract a large number of highly qualified women to the profession.

5. Teachers should be paid not only a living wage, but a thrift wage.

6. Public schools are a large and very vital factor in the settlement of the present social unrest.

7. Only thru proper education can the fallacies of destructive extremists be successfully combated; only a contented and satisfied corps of teachers can produce effective results.

8. Teachers' salaries have always been relatively low. Schools represent an institution of more immediate interest to a greater number of people than any other save the home. Children of our community are turned over to the teachers at an impressionable age, and it depends upon the teacher as to what the citizenship of these children will be.

9. Increase in teachers' wages is not in proportion to the increase in the cost of living.

10. We are facing today an emergency educational and social condition which is going to test the power of civilization to endure.

11. Providence is entitled to have the most efficient teachers and should be willing to compensate them as the character of their service deserves.

12. Teachers are resigning in large numbers to enter more remunerative positions, and their places are being filled by those not adequately qualified to do efficient work.

13. The schools in many cities thruout the country have been forced to close because of a shortage of teachers. The attendance at the Normal schools thruout the country has materially decreased during and since the war. Those who might make efficient teachers are going into other lines of work which afford more compensation and better prospects.

14. Our boys and girls come in contact with our teachers at the impressionable age and the responsibility for the proper development of character rests with the teacher.

15. The next 20 years will determine the character of our future citizenship. How essential that the boys and girls who are to take such an important part in this development be properly trained to perform the task.

16. The present dollar has a purchasing power of 50 cents compared with that of 1913, and is worth about one-third of that of 1896.

17. The United States Commissioner of Education has stated that a minimum of \$1,800 should be established as a wage for teachers.

TEACHERS AND SCHOOL ADMINISTRATION.

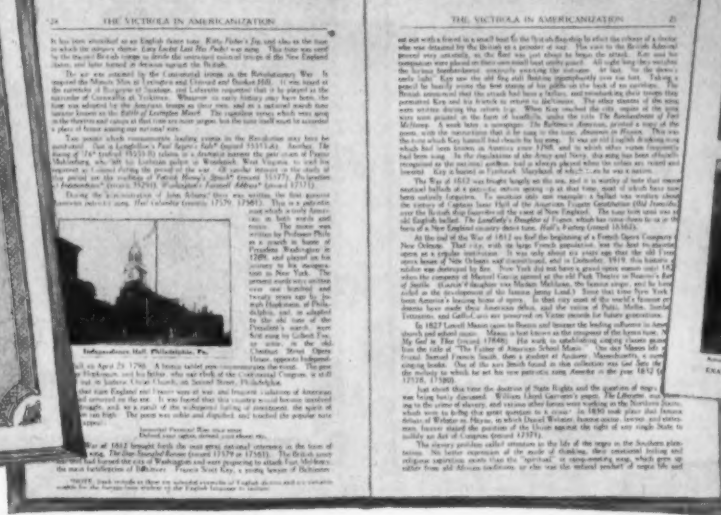
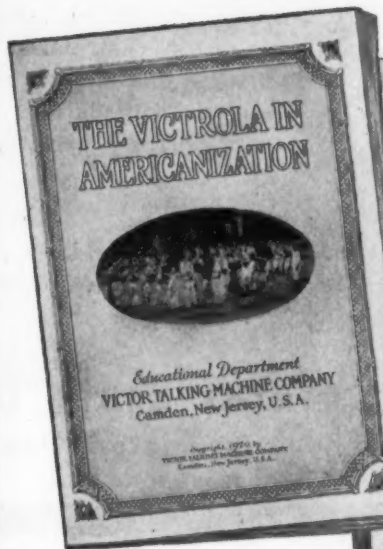
Boston University is the first to take a definite stand against the exodus of teachers from the profession. At the annual meeting of the teaching alumni of the College of Liberal Arts of the University, at Boston, on April 11th, a resolution was passed declaring the faith of the teachers in the profession.

The resolution pointed out the need for appraising anew the opportunities in teaching, showed the possibilities in the way of development of the individual teacher and in construc-

(Continued on Page 91)

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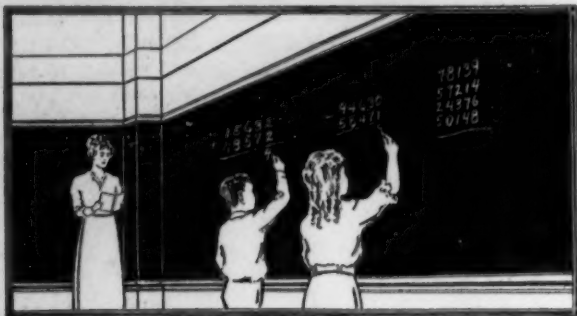
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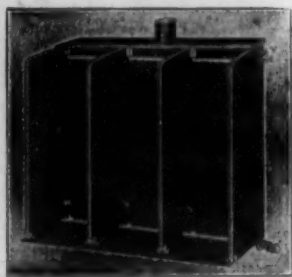
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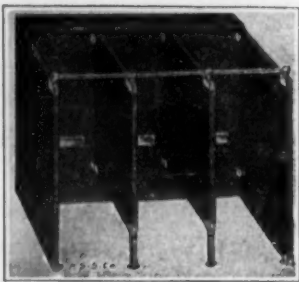
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STATUS OF CORPORAL PUNISHMENT.

A Survey Covering 42 States in the Union.

The old adage "Spare the rod and spoil the child" is not obsolete. A western editor tried to find out whether it was obsolete or not. The result of his inquiry has been that corporal punishment has been reduced to a minimum and is applied as a last resort only. The state of New Jersey only prohibits the infliction of corporal punishment.

In some states, the law expressly permits whipping, while in other states the law is silent on the subject.

Position of Various States.

A poll of the 42 states with regard to corporal punishment reveals the following:

Prohibits Whipping—New Jersey.

Silent—Maine, Connecticut, Illinois, Delaware, Rhode Island, Wisconsin, Michigan, Louisiana, Tennessee, New Hampshire, New York, New Mexico, Utah, Oregon and Wyoming.

Permits Whipping (by specific provision or court decision)—Georgia, Virginia, Maryland, Indiana, Arkansas, Florida, Mississippi, Massachusetts, Pennsylvania, Alabama, Ohio, California, Colorado, Texas, South Carolina, West Virginia, North Carolina, Kentucky, Vermont, Kansas, Iowa, Nebraska, South Dakota, Minnesota, North Dakota.

In some states where the state laws permit corporal punishment, municipal authorities have enacted laws forbidding it in the city schools.

Expressions of Educators.

Will C. Wood, California—"I do not believe that corporal punishment should be administered generally in the schools. I am of the opinion that there are times when corporal punishment

is not only justified, but sometimes necessary for the pupil's own good and for the good of society, provided it is inflicted with moderation."

Charles D. Hines, Connecticut—"The belief of teachers in the state is that corporal punishment ought not to be abolished by the law. Their convictions go still further and the universal feeling is that it ought not to be used except in emergencies which require prompt action."

A. L. Heminger, Deputy, Iowa—"It has become the general belief of educators of this part of the country, as well as our own belief, that corporal punishment should be used only as a last resort."

Fred A. Seaman, Chief Clerk, Kansas—"As a general proposition I am firmly convinced that the teachers of Kansas advocate whipping as the last resort. But experience seems to teach that it would be unwise to prohibit it by legislative enactment because it is best to have the pupil know that there is a limit beyond which he cannot go without suffering by so doing."

M. B. Stephens, Maryland—"Under no circumstances is an assistant teacher permitted to inflict corporal punishment on a pupil. Cases seeming to require corporal punishment shall be referred to the principal, who may administer corporal punishment as a last resort."

P. C. Tanning, Deputy Commissioner, Minnesota—"Some school boards have passed resolutions forbidding corporal punishment in the schools. Others have restricted the use of corporal punishment to principals or superintendents. It is my impression, however, that, speaking in general, teachers are permitted by school boards to use corporal punishment in a reasonable and moderate manner when this is necessary to maintain discipline or the authority of the school, as contemplated by the law above quoted, and that the attitude of the school people throughout the state is, on the whole, favorable toward the proper use of corporal punishment."

J. W. Swearingen, South Carolina—"Whipping is reduced to the lowest possible minimum in our schools. Superintendents, principals and teachers have authority to whip in their discretion. They are held accountable by public opinion for misjudgment or mistakes. They are responsible before the courts for any abuse of their prerogatives. Personally, I wish that the rod could be banished from every classroom, but this will be

impossible so long as the sole appeal to a few bad boys can be made only thru their skin."

M. P. Shawkey, West Virginia—"I do not believe much in corporal punishment. However, I do not believe in statutory provisions or any other regulations prohibiting the use of the 'hickory and the paddle.' We do not have much of this form of punishment in the public schools of our state and there is less of it each year. However, we have a number of cases where such action is taken and which seems to be the best and most effective means of getting good results."

C. P. Cary, Wisconsin—"The general trend in the state is to reduce corporal punishment to a minimum, but, in general, it has seemed that forbidding the use of corporal punishment was not altogether desirable."

Katherine A. Morton, Wyoming—"We have no law which prohibits corporal punishment of school children. Public sentiment, however, is against that form of enforcing discipline. The general belief among educators in this state is that a successful teacher does not need to resort to such practices. I hold the same view."

BUSY SUPERINTENDENTS.

A survey of the public schools of Philadelphia, Pa., is to be made and Dr. Thomas E. Finegan has been appointed as director of the work. It is planned to begin the survey not later than May 15th and to complete it not later than November 1, with final report about December 25.

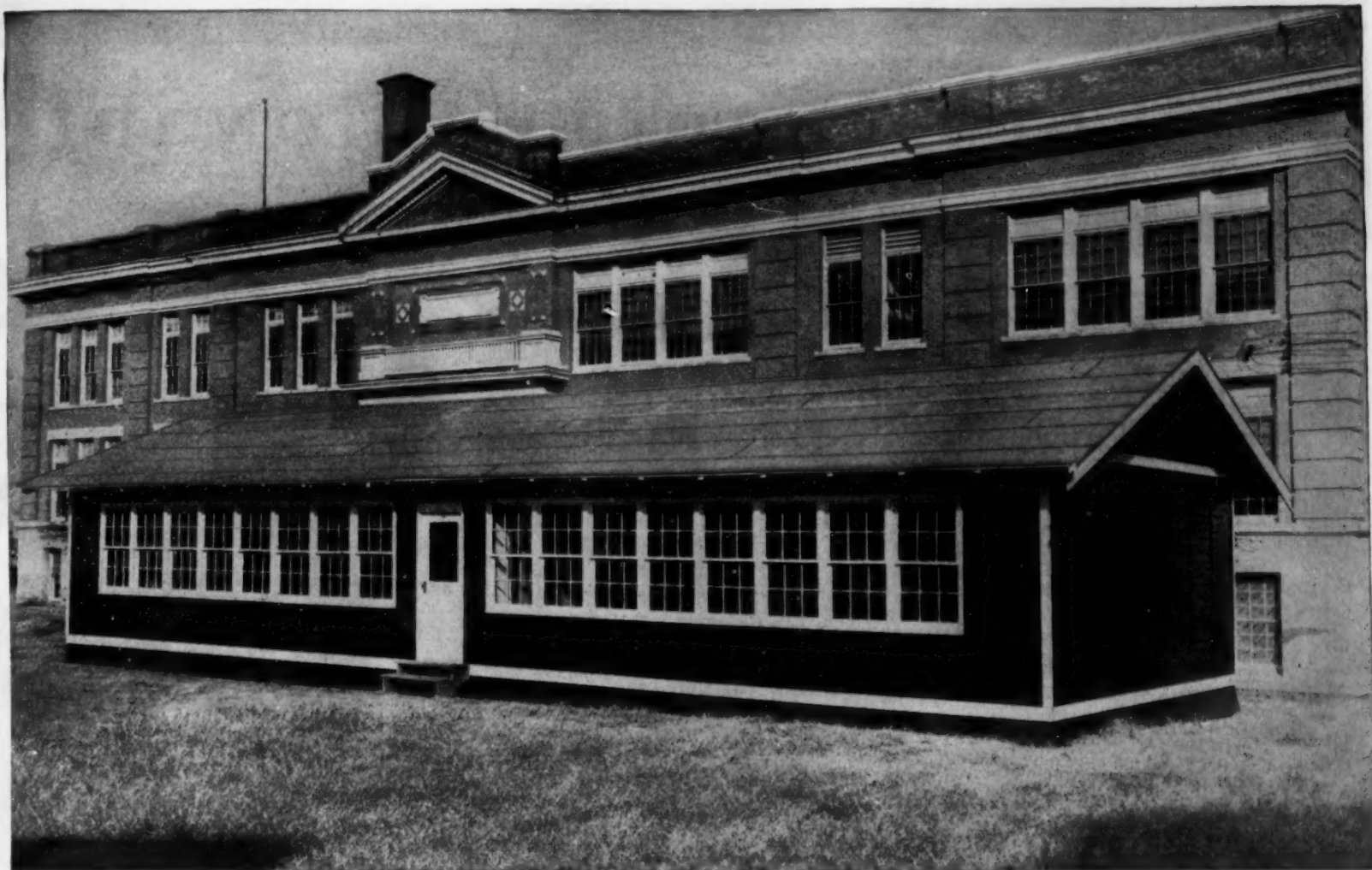
Bridgewater, Mass. The school board has taken action combining the duties of superintendent and high school principal.

Under the new plan, the principal is kept in closer touch with the school work and has ample time to attend to outside duties of supervising the work of the other grades.

The school board of Rochester, N. Y., has adopted a policy and plan of action for the maintenance of part-time schools. The plan includes provision for the conduct of schools and classes in factories and department stores where minors are employed.

A complete survey of the schools of Green Bay, Wis., will be conducted by Dr. W. W. Theisen of the State Department of Education. The survey which began May first, will include

(Continued on Page 62)



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(Continued from Page 58)

all phases of school administration. Suggestions for curtailing expense in the operation of the schools will be made, as well as recommendations for improvements to buildings, changes in methods and improvement of the teaching staff.

Rex M. Potter, superintendent at Warren, Ind., will seek the democratic nomination for state superintendent of public instruction of Indiana.

Amarillo, Tex. The all-year school plan has been adopted for the public schools, effective with the close of the present term on May 31st. The school year will be made up of 48 weeks, with three terms of school and three weeks of vacation during the summer months. Pupils may attend school only two of the three terms each year, and so far as possible, will be given the two terms of their choice.

Children are foredoomed to failure because of the present-day educational measurements under which they are asked to do things they cannot possibly do, according to Mr. S. A. Courtis, director of educational research, Detroit, Mich. Mr. Courtis declares that the methods of study are such as to discourage a child long before he has acquired sufficient knowledge to become interested. He contends that studies should be made interesting for the child in order that he may develop in the work.

A recent conference of junior high school administrators of Massachusetts was held in April, at Bridgewater, with an attendance of three hundred superintendents, teachers and principals. The members in attendance, affirmed their belief that the intermediate school is successfully bridging the gap between the elementary and the high schools, reducing the waste in these years, and discovering and developing individual abilities. It was pointed out that the public must recognize that the real value of the school can be maintained and developed only as adequate provision of equipment and teaching corps is made.

The conference adopted resolutions looking toward better coordination of elementary and secondary schools, the equalization of educational opportunities, the discovery and development of abilities, the development of initiative and self-

reliance, and a willingness to accept responsibility.

It is the opinion of the conference that the purposes of the school may best be attained thru the six-three-three plan, departmental teaching, differentiation of studies, promotions by subjects, supervised study, reorganization of subject content and method, and socialization of instruction and student activities.

Sioux Falls, S. D. A decentralized plan, providing for three large high schools in certain of the residential districts of the city is proposed in connection with the erection of a new high school. It is pointed out that the decentralized plan is based on the needs of the future and on the artistic and civic interests of the city.

Philadelphia, Pa. Preliminary plans for the organization of teachers and board employees into a large cooperative purchasing association was proposed recently at a conference of more than a score of school employees' societies. The new organization intends to secure for its members the essentials of life at prices reduced fifteen to 25 per cent from present rates. Membership in the society will be limited to regular members and it is expected to enroll at least half of the staff of 7,000.

The purpose of the society is three-fold, first, to cooperate with existing merchandize firms which allow a reduction in prices to members; second, to establish thru the association a distributing concern from which articles may be obtained, and third, to create a producing concern which will furnish essential articles at a still greater reduction.

A committee has been appointed to prepare a constitution and bylaws, and a report was requested for May 7th, at which time the organization was formally organized.

After the formation of the organization, stock will be printed and sold to the employees who care to subscribe. The financial saving to the members in purchases will be two-fold after the society is once in operation. Not only will each member secure a discount, but each will be paid dividends on the capital stock.

The principal of the Shortridge High School, Indianapolis, Ind., recently addressed a letter

to the parents of the high school seniors urging economy in graduating apparel during the social functions connected with the close of the schools. It was recommended that the girl students confine their purchases to the demands of the commencement exercises proper. The gowns should be as simple as possible and undue expense should be avoided.

Dr. W. A. Ganfield, president of Center College, Kentucky, has been made a member of the educational survey board which is to conduct a survey of the public educational institutions of the state, as well as the rural and city schools.

PERSONAL NEWS OF SUPERINTENDENTS.

Mr. Howard Hollenbach, director of manual training work at Saginaw, Mich., for the last seven years, has been appointed assistant superintendent of the east side schools. He will have charge of all manual training and vocational training work and will receive a salary of \$3,500.

Mr. L. L. Tyler, for several years superintendent of schools at Traverse City, Mich., has signed a two-year contract with the Muskegon Heights schools as superintendent, to take effect some time next summer. He succeeds Superintendent Harry La Barge who resigned to resume his college studies.

Mr. W. R. Booker, principal of the high school at Greenville, Mich., has been elected superintendent of the Greenville public schools.

Mr. Elmer T. McCullum has been appointed superintendent of local schools at Jeffersonville, Ind., to serve out the unexpired term of Mr. Emmett Taylor.

Miss Mary Louise Troxel, teacher of English in the junior high school, Peru, Ind., was recently married to Mr. D. H. Brown, superintendent of public schools at Peru.

Mr. F. W. Terrell, superintendent of the Graham Public Schools, has resigned to accept a position as salesman for a book company. Rev. F. C. Lester, formerly a fifth grade teacher, has been appointed in Mr. Terrell's position for the remainder of the year.

Mr. Paul Van Riper has been appointed superintendent of schools at Lebanon, Ind. Mr. Van

(Continued on Page 64)



Oraville, Illinois



Ramapo, New York

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The Life Guard March (Martin)	Prince's Band	12-inch \$1.25
Spirit of Victory March (Cogswell)	Prince's Band	A-7535
Connecticut March (Nassann)	Prince's Band	12-inch \$1.25
Drill Music, Set No. 1 (Clarke)	Prince's Band	A-3073
Drill Music, Set No. 2 (Clarke)	Prince's Band	10-inch \$1.00

Folk-Dances

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Shoemaker's Dance (Danish)	Prince's Band	10-inch \$1.00
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Today's the First of May (Swedish)	Prince's Band	10-inch \$1.00
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Chicken Reel (American Country Dance)	Prince's Band	A-3077
Old Zip Coon (American Dance)	Prince's Band	10-inch \$1.00
Hansel and Gretel (Singing Game)	Prince's Band	A-3080
Sandal Polka-Swiss May Dance	Prince's Band	10-inch \$1.00



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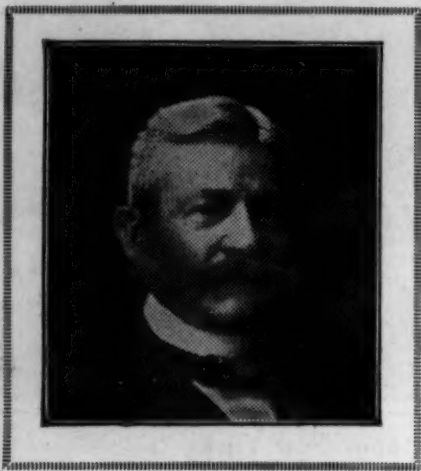
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(Continued from Page 62)

Riper was for six years superintendent of the Franklin schools, also at La Porte. He was in charge of the bond department of the First National Bank at Franklin, Ind., before being appointed to the superintendency at Lebanon.

Mrs. Elizabeth Jones, formerly county superintendent of Snohomish County, Wash., is a candidate for the office of state superintendent of public instruction to succeed Mrs. Josephine Preston, who has held the office for the last two years.

The Saugus, Mass., school committee has increased the salary of Superintendent Jesse W. Lambert from \$2,200 to \$2,800.

Mr. Frederick A. Wheeler, Superintendent of Schools of Longmeadow, East Longmeadow, Wilbraham and Hampden, Mass., has been given an increase in salary of \$400, making the new yearly rate \$2,900. An additional \$400 was allowed for transportation.

Superintendent T. Francis McSherry of Holyoke, Mass., has resigned his position to affiliate himself with local business interests.

Professor F. B. Elliott, Superintendent of Mexia City, Texas, schools, has resigned, to take effect at the close of the term.

Mr. G. L. Amos, superintendent of the Bentonville, Ark., schools for the past two years, has been appointed superintendent of the Prairie Grove Schools. Mrs. Amos has accepted a position as head of the primary department.

Mr. Prentiss Brown, formerly principal of Baker, Ore., high school, has been elected superintendent of all Baker schools. He is successor to Mr. A. C. Strange who has accepted the superintendency at Astoria.

Mr. Raymond A. Kent, superintendent of schools at Lawrence, Kans., and a professor at the University of Kansas, has accepted the position of superintendent of schools at Duluth, Minn., to succeed Dr. K. J. Hoke, resigned. He will receive a salary of \$6,000 a year.

Mr. C. V. Frazier has signed a contract with the Williamsburg, Ia., school board as superintendent for three years, at a salary of \$2,800 per year.

Mr. W. J. Clark has resigned as superintendent of the Fayette, Ohio, schools to accept a position

with a large publishing house. Mr. T. P. Charles of Metz, Ind., has been appointed superintendent of schools to succeed Mr. W. J. Clark.

Mr. William R. Peck has been elected superintendent of the Holyoke, Mass., schools to succeed Mr. T. Francis McSherry. Mr. Peck is only 25 years old and probably the youngest school superintendent in the country.

Mr. David B. Locke has been elected superintendent of schools at Rutland, Vt., at a salary of \$2,800.

Mr. Merritt D. Chittenden has been re-appointed superintendent of schools at Burlington, Vt.

Mr. J. A. Wiggers has resigned as superintendent of the Elkhart, Ind., schools to take entire charge of educational cooperative work in all the factories of the H. W. Gossard Corporation.

Mr. Vernon Riegel of Marion, Ohio, assistant in the department of public instruction, has been elected State Superintendent of Public Instruction to succeed Mr. F. B. Pearson, at a salary of \$4,000.

Mr. J. M. Barham has tendered his resignation as superintendent of education of Avoyelles, La., parish.

Mr. Cliff E. Laborde has been elected superintendent of Avoyelles, La., parish to succeed Mr. J. M. Barham.

Mr. Leigh H. Ladd will remain in his position as superintendent of the Pomeroy, Ia., schools at a salary of \$2,750. He has declined the position at Storm Lake.

Mr. J. A. Doremus was reelected superintendent of the Aurora, Neb., schools, after a term of two years, at a salary of \$3,000 per year.

Prof. J. R. McAnelly has been reelected superintendent of the Spencer, Ia., schools for another year at a salary increase of \$500, or \$2,900 per year.

Major Alfred L. Moudy has been elected superintendent of the Waterloo, Ind., public schools for the coming year. He held the same position three years ago prior to being called for war work.

Mr. John J. Skinner, Superintendent of Schools at Owatonna, Minn., has been reelected for a term of three years. Mr. Skinner was tem-

porarily elected in January to succeed Mr. Thornburgh and has worked so successfully that the board has tendered him a full term.

Superintendent C. W. Brown, for the past nine years Superintendent of Schools at Lake City, Minn., has been chosen Superintendent of Schools at Albert Lea, Minn. The Albert Lea situation has been a matter of much interest to schoolmen of the northwest and the proposition precipitated a keen contest as it is considered the best opening in Minnesota after the Twin Cities and Duluth.

Supt. H. D. Douglas of Mackinaw City, Mich., has been reelected for the ensuing year, with a substantial increase in salary.

Mr. James W. Wilkinson, formerly superintendent of schools at Goshen, Ind., has been employed as superintendent at Logansport, Ind., for a term of three years. Mr. Wilkinson succeeds Mr. Albert H. Douglass who had been superintendent at Logansport for twenty-nine years.

Supt. C. A. Green has been reelected superintendent at Webb City, Mo. This will be his ninth year as superintendent.

Mr. Perry D. Pointer has resigned as superintendent of the Veedersburg, Ind., schools. He has accepted a position as head of the personnel force of the S. F. Bowser Co., Ft. Wayne, Ind.

Supt. Otto T. Hamilton has been reelected at Fairmount, Ind., for another year.

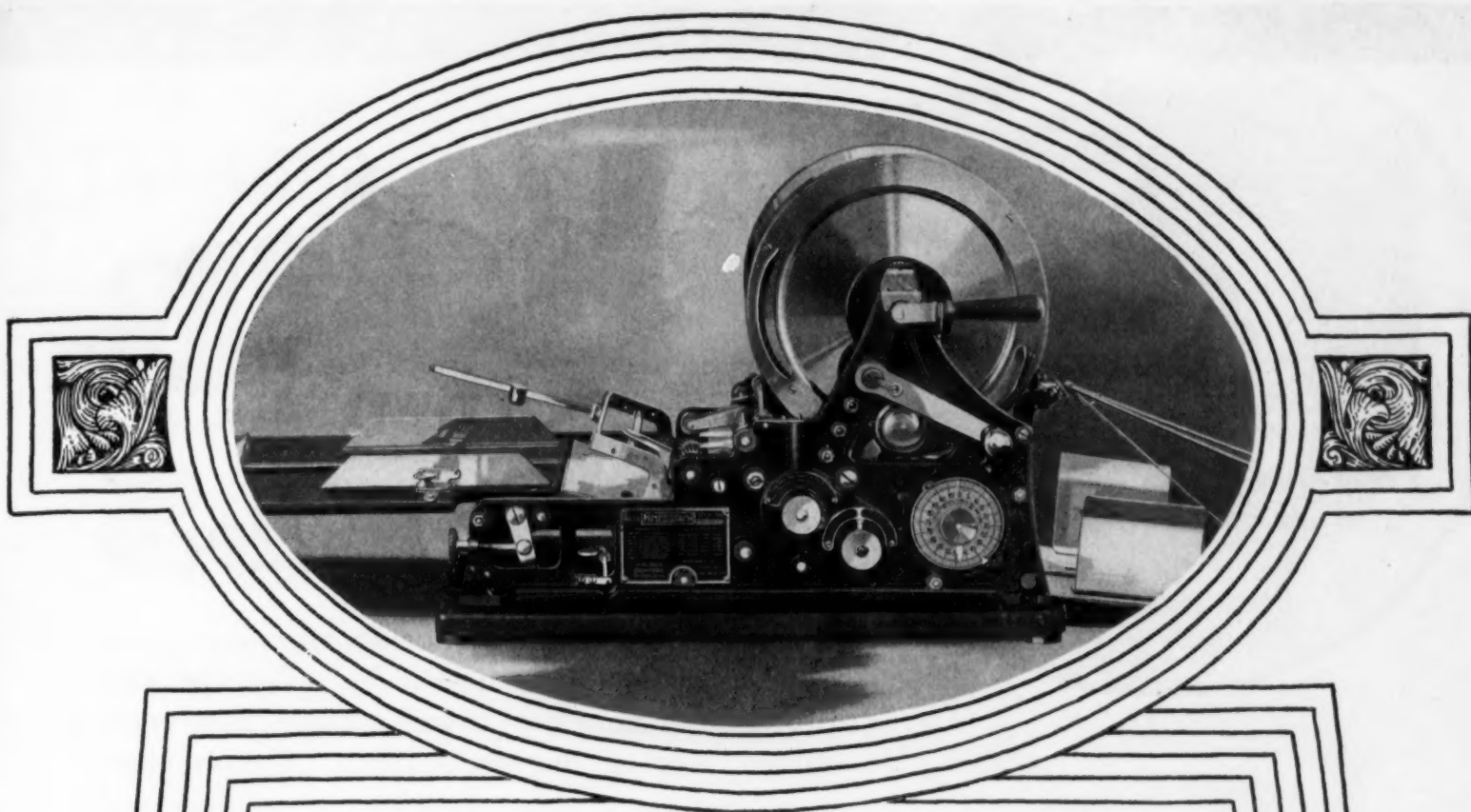
Mr. B. W. Celly, formerly principal of the Elkhart, Ind., high school, was chosen as superintendent of schools at Elkhart to succeed Mr. J. A. Wiggers.

Mr. J. A. Wiggers resigned to establish an educational department for the Gossard Corset Company.

Mr. John W. Carr has been appointed as director of physical education for the state of Kentucky. Mr. George Colvin, State Superintendent of Public Instruction and Mr. John W. Carr are now at work on plans whereby they hope to have physical education introduced into some of the Kentucky schools this year.

Mr. A. P. Peterson was elected superintendent of schools at Miles City, Mont., to replace Mr. J. A. Woodward who resigned.

(Concluded on Page 68)



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WHEN school lavatories are equipped with Northern Folded Towels the problem of sanitary towel service has been solved — to a degree seldom, if ever, approached.

Northern Folded Towels offer the very maximum of sanitation. They are made in a factory that is a model of cleanliness.

Delivered into the hands of the user one at a time from an attractive *closed* cabinet, there is no possibility of the spread of disease germs — yet each student is supplied with a neat, dainty towel that is used like a cloth towel and is ideally absorbent.



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—the latest development in scale design built especially for school use

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This new scale is constructed so that it can be entirely operated from either the front or back, both beam and measuring rod. It is just the right height so that the teacher can remain seated at her desk if she desires, and weigh and measure the pupil with the left hand, recording the results on the chart with the right hand. The beam is reversed so that it operates from left to right from the rear. Designed to eliminate all chances of error in adding the weights of the upper and lower beams. Adapted to weigh large numbers of pupils in a short time with the least work. Can easily be rolled from room to room on strong, durable castors.

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taking in all ranges of children from kindergarten to high school; graduated both front and back by $\frac{1}{4}$ inch. Cross piece slides out of the way when not in use. Finished in white or grey best oven baked enamel. All of the special features on this scale are covered in pending patents. Avoid imitation and possible difficulties by specifying Continental.

To be prepared order now for immediate or Fall delivery, as the demand for these superscales is heavy and transportation uncertain. Do not delay.



CONTINENTAL SCALE WORKS

3905-11 Langley Avenue, CHICAGO

(Concluded from Page 64)

Mr. C. W. Hyde of Robbinsdale, Minn., author and well known in educational circles, died at the home of his daughter in Bridger, Mont. In addition to holding various teaching positions in Minnesota he was at one time assistant state superintendent. He was the author of several books including "The Green Valley School" and "History of the World."

Mr. M. C. Helm has resigned as principal of the Jamestown, N. Y., high school, and accepted the chair of educational administration and supervision with the College of Education of Los Angeles. Before coming to Jamestown, Mr. Helm was superintendent at Redwood Falls, Minn.

Supt. E. N. Prentice was reelected at Lone Tree, Ia., at a salary of \$2,200, an increase of \$500 over this year.

Mr. George Souyer, superintendent of schools at Osage, Ia., has been voted a salary of \$3,600 for the coming year. He declined an offer of \$4,000 by Albert Lea, Minn.

Mr. Warren E. Snover of Strawberry Point, Ia., has been elected superintendent of schools at Plymouth, Ia.

Mr. Harry S. Brown, formerly superintendent of schools at Ventura, Ia., has been elected to a similar position in the Grand View consolidated school of Louisa County.

Supt. J. J. Bohlander of Montevideo, Minn., has been reelected for his twelfth consecutive year, at an annual salary of \$3,300.

Miss Anna E. Logan, assistant superintendent of schools at Cincinnati, has been named chairman of a committee on textbooks for the National Council of Primary Education. The committee plans to review as they appear, new books intended for use in the elementary grades, and to render a report upon its findings.

Vernon M. Riegel of Marion has been named state superintendent of public instruction of Ohio to succeed F. B. Pearson, Republican, whose term expired February 15th. The salary is \$4,000, and the term four years. Mr. Riegel came into prominence as a tireless worker for rural education.

Mr. J. W. Casto has been reelected for the third term as superintendent of the East Moline, Ia., township high school at a salary increase of \$500.

The resignation of Superintendent W. M. Young of St. Johnsbury, Vt., has been requested by Dr. M. B. Hillegas, state school commissioner of education. No cause has been assigned.

Mr. D. M. Kelly, formerly superintendent of the Corning, Ia., schools has been retained as superintendent of the Webster City, Ia., schools at a salary of \$3,300.

Prof. James R. Angell, dean of the faculties and head of the Department of Psychology at the University of Chicago, has been elected president of the Carnegie Corporation of New York City. Dr. Angell has been connected with the University for more than 25 years and recently acted as vice-president of the institution during the absence of President Harry Pratt Judson. He served three years as dean of the senior colleges and eight years as dean of the faculties of arts, literature and science.

Mr. T. C. Morrill of Norway, Me., has been elected superintendent of schools at Bangor.

Supt. J. F. Wiley of Mattoon, Ill., has been reelected, with an increased salary of \$3,600 per year.

Prof. J. W. Brister, formerly state superintendent of schools in Tennessee, has been appointed associate high school inspector for the state. Mr. Brister has recently been connected with Peabody College, in the capacity of field agent.

Supt. T. A. Callihan of Galesburg, Ill., has been elected president of the Knox County Teachers' Association.

Mr. C. A. Greene of Webb City, Mo., has been elected superintendent of schools at Sedalia. He succeeds John Gass resigned.

G. L. Amos of Bentonville, Ark., has been elected superintendent of schools at Prairie Grove.

Ralph Tate of Colon, Mich., has been elected superintendent of schools at Grandville.

Supt. Brokaw has been reelected at Waukon, Ia.

Supt. A. B. Crawford has been reelected at La-grange, Ky.

Tyler Warren of Pleasantville, Ia., has been elected superintendent of schools at Nevada, at a salary of \$3,000.

Mr. S. P. Slater of Mobridge, S. D., has been

elected superintendent of schools at West Liberty, Ia.

Mr. W. T. Harris has been elected superintendent of schools for the next year, at a salary of \$4,350.

Supt. Frank A. Jensen has been reelected at Benton Harbor, Mich., at a salary of \$4,500.

Mr. C. A. McMillan of Raymore, Mo., has been elected superintendent of schools at Harrisonville, to succeed L. M. List, resigned.

Charles Puckett of Waco, Tex., has been elected superintendent of schools at Gainesville.

Mr. George N. Child, formerly state superintendent of public instruction of Utah, has been elected superintendent of schools at Salt Lake, to succeed Ernest A. Smith.

Supt. G. H. Wells was reelected head of the Falmouth, Ky., schools for the eighth year.

Mr. Samuel L. Eby, formerly state inspector of high schools, was appointed superintendent of the Niles, Ohio, schools. He succeeds Prof. W. C. Campbell, superintendent of the Niles schools for the past ten years, who has resigned to enter the commercial field.

Mr. Delmer E. Batcheller has resigned as superintendent of the Olean, N. Y., public schools, which position he held for nearly eighteen years.

Mr. J. O. Engleman has been reappointed superintendent of the Decatur, Ill., public schools at a salary of \$5,000 annually.

The salary of Supt. A. J. Stout of Topeka, Kans., has been increased from \$4,000 to \$4,800 a year.

Mr. E. E. Lewis, professor of education in the University of Iowa, Iowa City, has been elected superintendent of schools at Rockford, Ill. Mr. Lewis succeeds Carroll R. Reed.

Mr. O. F. Revercomb of Kansas City, Mo., has been elected superintendent of schools at Fayette.

Mr. T. J. Taylor, formerly state superintendent of public instruction for North Dakota, has been appointed Deputy Superintendent, to succeed H. G. Arnsdorf. Mr. Taylor who has been acting as city superintendent of schools at Hankinson, will enter upon his duties at the close of the school term.



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A school is a "**brain factory.**" And a new, up-to-date **tool** which helps faithful teachers in their great work is worth to them a whole "kingdom." The Ford Educational Weekly is that very thing—a **powerful tool** for the "**brain factory,**" and it is worth to the teacher—a whole "kingdom."

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Chamberlin Metal Weather Strips can be applied with beneficial results to all kinds of doors, windows, and transoms in school buildings. Our expert weather strip mechanics stationed at our branches in all parts of the country will give you prompt service on installations and adjustments.

Don't wait for ice and snow and cold breezes to remind you of the need for weather strips—decide now to have all doors and windows equipped with Chamberlin Metal Weather Strips. Plan to have the work completed during the summer vacation period.

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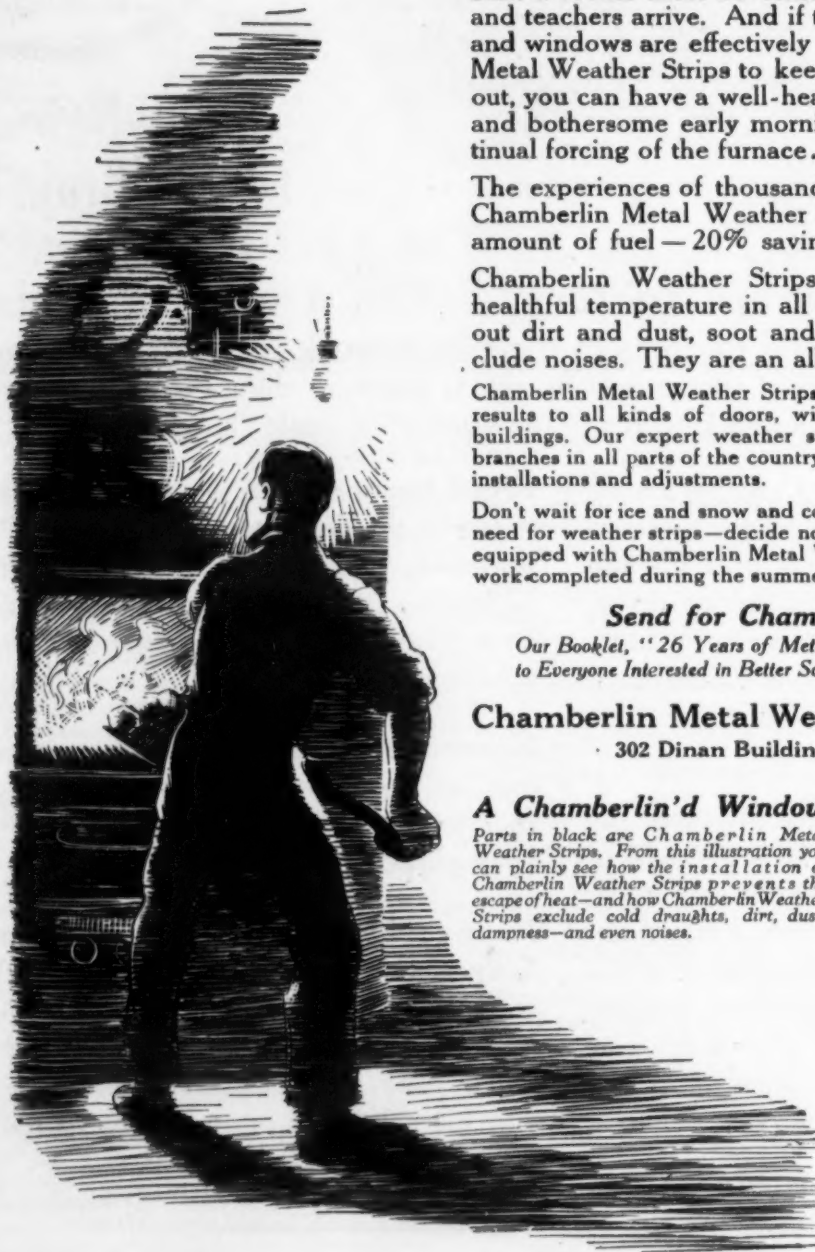
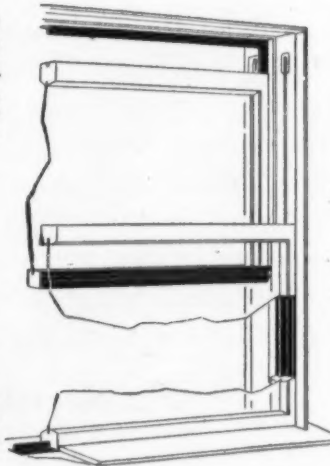
Our Booklet, "26 Years of Metal Weather Strips" is of Interest to Everyone Interested in Better School Construction. Write for it.

Chamberlin Metal Weather Strip Company

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Parts in black are Chamberlin Metal Weather Strips. From this illustration you can plainly see how the installation of Chamberlin Weather Strips prevents the escape of heat—and how Chamberlin Weather Strips exclude cold draughts, dirt, dust, dampness—and even noises.



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America's leading educators have used and recommended DeLuxe scales for many years—actual performance has established a record for this pioneer scale which stands today unequalled.

SCHOOL

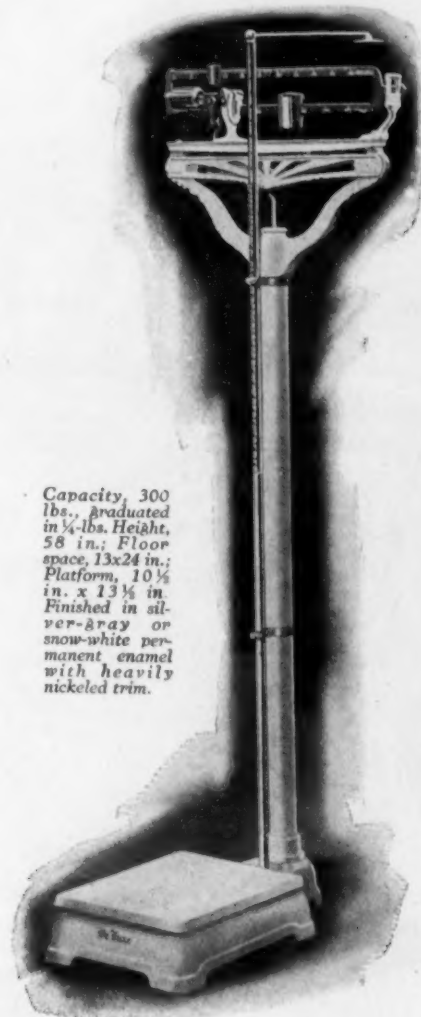


SCALES

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Interesting literature will be sent without obligation, with full particulars of the exclusive DeLuxe features, including the improved DeLuxe Measuring Device—of special interest to every Superintendent, Principal, Trustee and Teacher.

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Capacity, 300 lbs., graduated in 1/4-lbs. Height, 58 in.; Floor space, 13x24 in.; Platform, 10 1/2 in. x 13 1/2 in. Finished in silver-gray or snow-white permanent enamel with heavily nicked trim.

BUILDING and FINANCE

TEACHERS' CONCEPTION OF SCHOOLHOUSE UTILITIES.

The average housewife has a better conception of a utilitarian orientation of a home than the architect who is called upon to draw the plans. The occupants of a schoolhouse, teachers and principals, must after all, be regarded as the first hand source of information as to the requirements of a serviceable building from the purely administrative point of view.

It may, therefore, be of interest to note the views expressed in a report made by the Teachers' Council of Baltimore on the essentials of schoolhouse appointment and equipment. We lift several paragraphs out of the report, as follows:

Schoolhouse Lighting.

The whole principle of school lighting is very simple. The ideal condition for anyone who, like the pupil, has before him a printed page is that it should be covered with a uniform light of sufficient quantity, that the source of this light should not strike the eye when it is lifted from the work, and that the reflecting surface of the paper should not act as a mirror to throw a glare into the eye, preventing clear vision of the printed or written matter on the sheet.

If the eye is not to meet the light when lifted from the work, and if the light is not to be reflected directly from the paper into the eye, it must not in any case come from the front. If the paper is to be flooded with the light, the light must not come from the rear or from the right since in that case the paper will be in the shadow of the body or of the arm.

If the light is to be uniform without cross

shadows, the windows should be as close together as possible in order that the various windows should not throw cross lights upon the paper. The ideally lighted classroom, therefore, if it were possible to construct it, would have blank walls on the front, right and rear, and a single sheet of crystal-clear glass beginning at the left rear corner and reaching probably two-thirds of the way from that point along the left wall towards the front, but not reaching up into the front left corner.

While this condition is impossible, it may in modern buildings be very closely approximated by the use of an I-beam over the window opening and the concentration of the windows on the left of the room into a continuous bank with minimum spaces or mullions between the windows.

Heating and Ventilation.

The heating and ventilation systems of the schools are so closely connected that they should probably be considered together. Looked at from the heating standpoint, certain things are essential, the first, of course, being that there should be at all seasons a sufficient supply of heat to maintain a comfortable temperature. Coupled with this, we must meet the following conditions, no attempt being made to arrange them in order of importance:

First: There should be no discharge of the products of combustion into the classrooms, since the effect of this is the immediate reduction of the oxygen percentage in the atmosphere and consequent reaction upon the mental and physical condition of the students.

Second: Since the increase of temperature increases the capacity of air for the absorption of moisture, and since the suitability of the air for breathing depends upon the approximation to saturation, provision must be made for the addition of water vapor to the air when needed.

Third: Since the breathing of the human being results in the withdrawal of oxygen from the air and its replacement by carbon products or products of combustion from the body, provision must be made for the constant change of the air in the classroom by the removal of the air already in and the introduction of a fresh supply with the proper percentage of oxygen.

Fourth: In order to keep the classroom in

proper condition, as well as for the comfort and health of the occupants, the system must be one which is free from dust, smoke and dirt.

Fifth: For the comfort of the classroom the system must be capable of simple control and, in view of the difficulty of persuading teachers to recognize the proper temperature and maintain it, it is desirable, if possible, that the control be automatic.

Sixth: Last of all, so far as it is possible after a consideration of the former points, the system should be economical.

Fire Protection.

The question of fire danger in connection with schools divides itself naturally into two heads: First, the prevention of fire and, second, the possibility of escape for all the occupants of the building in case a fire actually occurs.

School buildings are not particularly liable to dangerous fires, in view of the fact that they are occupied usually only during the daytime; that they are, or should be, constantly guarded; that there are rarely any possible sources of ignition except the heating plant, and that any fire is almost certain of early detection. In view of the fact, however, that so many small children are in the buildings, the danger of stampede and consequent injury is as great, or greater, than the danger of fire itself. It is desirable, therefore, that every possible source of fire danger should be eliminated.

The first and simplest precaution consists in the enclosure of the heating plant in a fireproof cell or chamber.

The second precaution consists in the constant elimination of all inflammable refuse from cellars, closets and attics, and particularly from closets near or immediately under the stairways. The schools visited were for the most part, with few exceptions noted above, satisfactory in this regard.

The third element of safeguard is the exercise of especial care with regard to all lamps and lights. Electric wiring should be very carefully guarded, and gas, if introduced, should be carefully placed and rigid regulations imposed with regard to the use of matches for lighting. Inasmuch as many of our public schools use comparatively little artificial light, this does not seem in the past to have been a serious matter.



Denzar Equipped

One hundred and fifty Denzars light the class rooms, study hall, gymnasium and laboratories of the Huntington Indiana High School, while for the entrance, main corridor and other locations where more decorative units were desired Beardslee furnished special designs.

Denzars are particularly suited for lighting school rooms. They produce a soft, clear, sunlike radiance, free from glare and harsh shadows. The light is distributed evenly on desks and black boards, hence study and class work can go on without interruption when dark days come.

A list of recent Denzar installations in prominent high schools includes four in Iowa, three in Indiana, two each in Illinois and Wisconsin, and one each in Kansas, Minnesota, Ohio, Maryland and North Carolina. If you are interested in better illumination for your school, the names and addresses of modern schools where Denzars are installed will be forwarded on request. Write now for the Denzar catalog.

Beardslee Chandelier Mfg. Co.

219 South Jefferson Street
CHICAGO

Toilet Room Facilities.

Four simple essentials control the construction of a school toilet and the installation of its fixtures. They are, without reference to the order of importance, as follows:

First—The rooms should be well lighted and, if possible, flooded with sunlight at frequent intervals.

Second—The rooms should be well ventilated both for purposes of sanitation and for the removal of unpleasant odors.

Third—The rooms should be so constructed and the fixtures of such type as to make it a simple matter to keep them clean, and janitors should be required to see to it that the rooms are maintained at a high standard of cleanliness.

Fourth—The rooms should be so constructed and the fixtures of such a type as to give a reasonable amount of privacy to the users.

Fifth—The fixtures should be such as will operate economically without an unnecessary waste of city water.

With these conditions met, the toilet will be as sanitary as it is probably possible to make it, and disease dangers will be reduced to a minimum.

Drinking Fountains.

The chief purpose of the drinking fountain is to prevent the transfer of disease germs from the lips of one pupil to the lips of another, either thru contact with the same surface or thru contact with the water which has just been contaminated by the lips of the diseased pupil. The essentials of a satisfactory drinking fountain, therefore, are:

It shall throw a vertical jet of water high enough so that the pupil can drink from the jet and yet uniformly and solidly enough so that there shall be no splashing or scattering of the stream to wet the pupil's face or clothing.

The orifice from which the jet issues must be screened in some way so as to prevent pupil from closing his lips over it.

This screen must not act as a cup holding the refuse water thru which the fresh water is constantly discharged.

The fountain should be so constructed as to operate with a minimum waste of water; in other words, there should be some attachment, auto-

matic or likewise, by which the jet is cut off when not in use.

The drinking fountain should be located at points convenient for the students and in the most hygienic surroundings possible. The best points are probably in the corridors or entrance halls, unless the city is willing to install one or more properly constructed fountains in each classroom.

Cloakrooms.

Some cloakroom system is, of course, essential to a school building. Three elements characterize the proper cloakroom.

First—It must be sufficiently large to allow every child a place to deposit his wraps without having them piled upon or under the wraps, and belongings of other children.

Second—Both for convenience and for sanitary reasons, the room should be well lighted.

Third—For reasons of sanitation the room should be well ventilated and the air from it should go not into the main school building or the classrooms but directly into the outside air.

Classroom Furnishings.

The most serious situation in connection with classroom furnishings lies in the desks furnished for the pupils. The fact that the children occupy these seats for hours at a time and that they are in the plastic age physically, where bad habits of carriage are easily developed and where improper position may result in the development of physical trouble or in acceleration of the development of physical trouble already present, makes the question a very serious one. The child should be given a seat adjusted to his needs. This does not mean that the child himself should be expected or allowed to change the adjustment of his seat at will, but it does mean that periodically the class should be inspected and seats adjusted in such a way that the child is forced to sit in a proper position. It is desirable, also, that each child should have his own desk.

Unfortunately, in a very large percentage of our classrooms the desks are of the old non-adjustable type and in many cases double desks are provided. Even where adjustable seats are present, there seems to be no general method of adjusting and in many cases the seats apparently remain unadjusted from year to year even altho

they may be totally unsuited to the children who occupy them.

The adjustable desk problem is not an easy one, and not all of the solutions which have been presented are in any sense satisfactory, but the problem can be solved, at least approximately.

The classroom should, of course, be provided with all the necessary accessories in the way of maps, globes, and illustrative materials.

BUILDING AND FINANCE.

A schoolhouse a day has been the building record for Saskatchewan, Canada, since the province was formed in 1905. Acceleration in schoolhouse construction has been reported thruout the province due to the number of new settlers who are constantly bringing new areas under cultivation.

The program of building includes schools for Indian as well as white children. One building firm alone has erected six hundred schoolhouses since 1916, has 167 more under construction and expects to complete two hundred before next winter.

Montevideo, Minn. The taxpayers of the city have carried a bond issue for the erection of a new grade school.

Minneapolis, Minn. The board of estimate and taxation has granted an increased tax rate of fourteen and one-half mills as a means of solving the financial difficulties of the board of education. The maximum levy which the city permits is 16.65.

The high cost of schooling has kept pace with the high cost of living, according to figures compiled by Mr. Edward J. Tobin, superintendent of schools of Cook County, Ill. Three years ago, according to Mr. Tobin, the county expended an average of \$50 annually per pupil to maintain them in high school, and the present average expenditure totals just below \$200 a year.

A study of tuition costs shows that considerable variation exists. The cheapest school tuition is that of the Hammond Industrial School at \$70.49 and the most expensive is that of the Thornton School at Harvey, at \$243.82.

State Supt. A. O. Thomas of Maine recommends that the educational appropriation for the United States be raised from \$700,000,000 to \$1,000,000,000 in order to more adequately compensate the teachers and to maintain the present standards in education.



Your girl—did she have to go through this last year?

Mrs. Pierson finds out

THE holidays were over; Evelyn must return to Stanley Hall to complete her education.

"It's not as if she were unprotected," thought Mrs. Pierson, as she put the last pretty dress in the trunk. "Stanley Hall is one of the best private schools in the country. Of course, the teachers take excellent care of the girls, and yet,"—how she hated to turn her daughter over to the protection of others!

Two weeks later Stanley Hall had a serious fire. Evelyn escaped with twenty-two others through smoke-filled hallways at three in the morning.

"Why did that happen?" asked Mrs. Pierson sternly of her husband.

"Defective flue, I suppose, or something of that kind." He read of fires every day in the week—thank God his daughter was alive and unhurt!

"Isn't there anything in the world that will make schools safe, Herbert?" persistently inquired his wife.

"No—oh, yes, Sprinklers. The law re-

quires them in many factories and stores. Wonder why a school like Stanley Hall didn't have them?"

"I'm going to find out," came the answer from the more inquisitive sex.

And she did. She inquired so much, and got her friends to inquire so much, that a few weeks later she received an announcement from the school authorities containing the following information:

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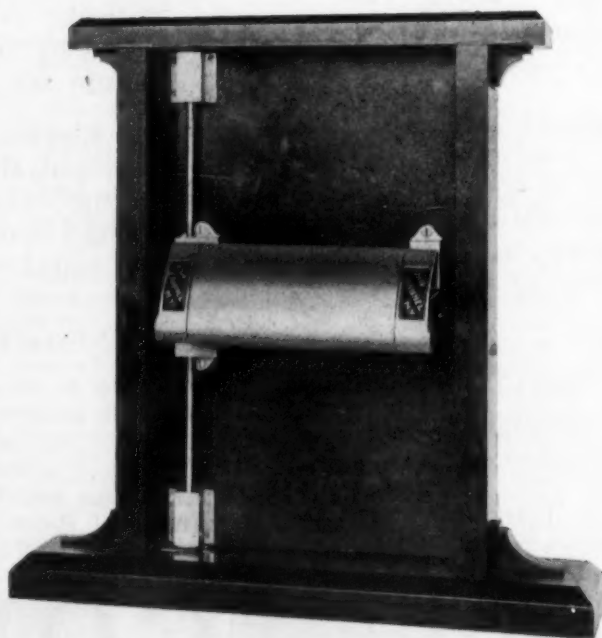
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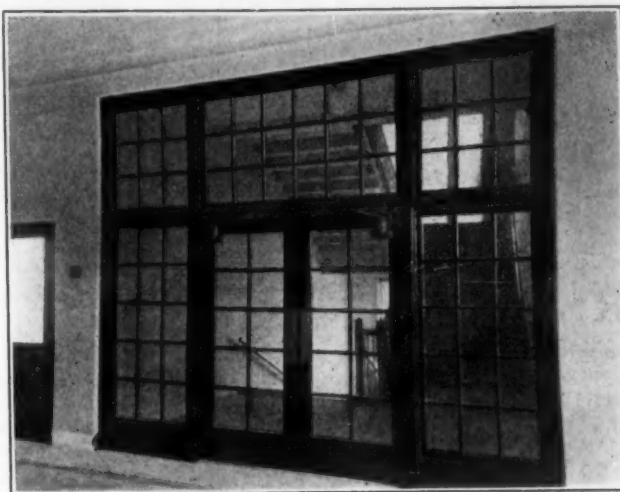
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Dahlstrom Smoke Screen Used in the Coventry School, Cleveland, Ohio.

clean, but in no way injure the finish of the frame. This leaves the frame bright and clean as new. Vermin will not thrive where there is cleanliness. They are permanent and the cost of upkeep is little or none. The baked on finish will stand considerable rough usage. It will not crack or chip off. Atmospheric changes in no way affect them. They are always the same beautiful, fire resisting, sanitary safe-guard for school interior trim, reducing the upkeep or maintenance to a minimum.

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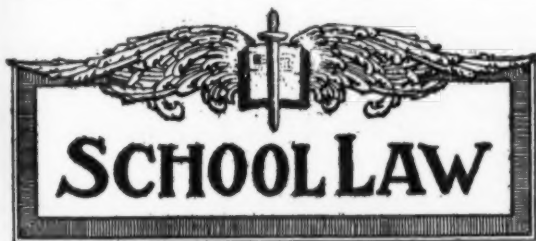
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School Lands and Funds.

School districts are governmental agencies, wholly under the control of the legislature, which may modify or abrogate their powers to any extent it sees fit, or may enlarge, diminish, or abolish their boundaries or territorial jurisdiction.—Kramer v. Renville County, 175 N. W. 101, Minn.

Schools and School Districts.

A rural school district, being a legislative creation, an arm of the state, and part of its political organization, is not a "person" within the meaning of any bill of rights or constitutional limitation, and the legislative power over it and its property is plenary.—Waddell v. Board of Directors of Aurelia Consolidated Independent School Dist., 175 N. W. 65, Iowa.

Where apportionment of part of consolidated school district to an independent district would make it impossible for children of the affected territory to attend school during wet weather because of bad roads, the county board of trustees, in ordering such apportionment, abused its discretion.—Hill County Board of School Trustees v. Bruton, 217 S. W. 709, Texas Civ. App.

A county superintendent of schools, when acting upon a petition of a school district to incorporate in the district territory of other school districts, may exercise some degree of discretion and transfer less territory than the petition requests, and may correct any mistakes that may have been made in the description given in the petition, but cannot make radical departures from the description, where the effect of the departure is to transfer territory not described in the petition.—State v. Stratton, 185 P. 610, Wash.

School District Government.

A professional certificate issued under the provisions of the North Dakota revised codes of 1899, § 737, is a "teacher's certificate of the highest grade" issued in the state, within the purview of the North Dakota complete laws of 1913, § 1105, making that a necessary qualification for office of state superintendent of public instruction.—McDonald v. Nielsen, 175 N. W. 361, N. D.

The office of county superintendent of public instruction depends for its existence, under Vernon's Sayles annotated civil statutes of 1914, art. 2750, on the condition of the scholastic census at each general election, no election to such office being valid in a county having a scholastic population of less than 3,000, as shown by the preceding census, except in counties where the office has been created by an election held for that purpose.—Miller v. Brown, 216 S. W. 452, Tex. Civ. App.

Since a school district can purchase property only thru the aid of the legislative power of taxation, its property so acquired remains subject always to the legislative mandate, so that, tho certain schoolhouse sites were acquired by a school district pursuant to the Iowa code of 1873, §§ 1825-28, the later and modified statutes, code 1897, §§ 2814-16, control as to the reversionary rights, on abandonment of the school use, of the owners of the land from which the tracts were taken.—Waddell v. Board of Directors of Aurelia Consolidated Independent School Dist., 175 N. W. 65, Iowa.

The Iowa code of 1897, § 2816, giving the owner of a tract of land, part of which has been acquired for a schoolhouse site by a school district, right to repurchase it on abandonment of the school use, applies to land purchased by and granted to a school district as well as to land condemned.—Waddell v. Board of Directors of Aurelia Consolidated Independent School Dist., 175 N. W. 65, Iowa.

Under the Oklahoma revised laws of 1910, §§ 3881, 3882, requiring public officers, on entering into contracts, to take bonds running to "the state of Oklahoma," requiring the contractor to pay for all labor and material in the building, and permitting suit on the bond by any one fur-

nishing labor or material, a bond, running to board of education of a city for which a high school building was built, instead of the state, is valid.—Lohr & Trapnell v. H. W. Johns-Manville Co., 185 P. 526, Okla.

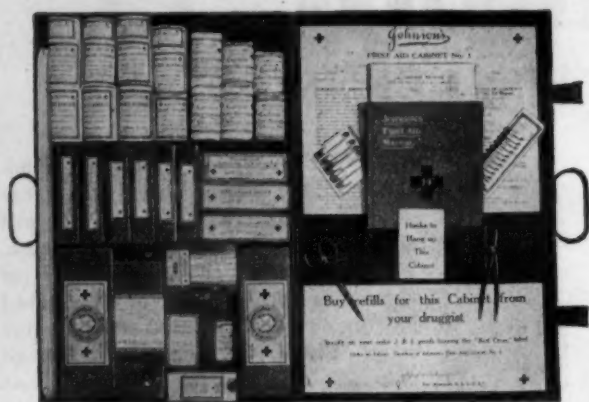
Materials used in construction of a public work, whether furnished directly to the contractor, or to a subcontractor of a subcontractor, are within the obligation of a surety under a bond executed pursuant to the Oklahoma revised laws of 1910, §§ 3881, 3882, conditioned that contractor pay for all material used in the work provided for in contract, and all labor performed, whether by subcontractors or otherwise.—Lohr & Trapnell v. H. W. Johns-Manville Co., 185 P. 526, Okla.

A contract between plaintiff architect and defendant school district retaining him to prepare school building plans, with a provision that the contract was void if the district was unable to secure money on its bond issue, and another instrument between the same parties on the same bond issue under which the plaintiff agreed to buy the bond issue for a specified sum, etc., is held to constitute one contract, so that instruments should be construed together.—Bliss v. Manila Special School Dist., 216 S. W. 700, Ark.

In an architect's action to recover fee, an instruction that, if plaintiff duly made the plans and was prepared to buy defendant school district's bond issue pursuant to another instrument executed the same day, and if the school district failed to carry out its obligations, the plaintiff could recover, but that, if plaintiff failed to purchase the bond issue without the district's fault, to find for defendant, is held proper, where the school building and bond issue agreements were signed the same day and constituted one contract.—Bliss v. Manila Special School Dist., 216 S. W. 700, Ark.

Under the Washington laws of 1917, p. 332, providing that no action shall be brought or maintained against any school district for any non-contractual acts or omissions relating to any playground or athletic apparatus, a child injured before the passage of the act while using playground apparatus belonging to a school district cannot maintain his pending action for such injury.—Bailey v. School Dist. No. 49, King County, 185 P. 810, Wash.

The Necessity and Value of Prompt and Efficient First Aid



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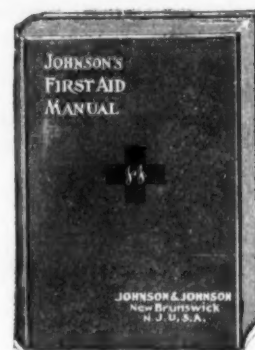
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School District Government.

A rural school inspector under Florida Acts, 1913, c. 6539, being an employe and not an officer, the constitutional provisions (Const. art. 4, § 7), relative to the appointment and salaries of officers are not applicable, and the statute authorizing their appointment must be observed.—State v. Sheats, 83 So. 508, Fla.

A rural school inspector under Florida Acts, 1913, c. 6539, being an employe and not an officer, the constitutional provisions (const art. 4, § 7), relative to the appointment and salaries of officers, are not applicable, and the statute authorizing and providing compensation must be observed.—State v. Sheats 83 So. 508, Fla.

A contract to construct a school building was breached when the contractor abandoned the job, and, being without assets and largely indebted, went out of business, and liability under a bond given by the contractor under Connecticut Rev. St. Mo. 1906, § 6762, to pay for materials, etc., then accrued.—National Roofing Tile Company v. McDonald, 108 A. 726, Conn.

An express provision in an indemnity bond that it might "be assigned by the obligee to subcontractors, materialmen, and laborers," etc., could neither supersede nor subtract from a statutory provision (Connecticut Rev. St. Mo. 1906, § 6761), under which a materialman or workman was authorized to sue in the name of the obligee without an assignment.—National Roofing Tile Company v. McDonald, 108 A. 726, Conn.

School District Taxation.

An obligation imposed by law, as by the Idaho laws of 1913, p. 12, § 16, upon a school district is not within the Idaho constitution, art. 8, § 3, prohibiting the incurring of any indebtedness by a district exceeding income and revenue provided for it for year in which it is incurred without a vote of electors thereof as provided for in that section.—Independent School Dist. No. 12 of Lincoln County v. Manning, 185 P. 723, Ida.

Where power is conferred "to raise the means and erect a new building" for school purposes, it should be held to include the right to procure and pay for ordinary equipment.—Board of Com-

missioners of Buncombe County v. Malone, 101 S. E. 552, N. C.

Petition for election in school tax district to authorize issue of bonds for erection of school building under the North Carolina public local laws of 1915, c. 722, stating the purpose thereof to be for "erecting a new building in said district and equipping the same and the purchasing of school grounds," and containing reference to such statute, did not invalidate election or bond issue; notwithstanding failure of statute to authorize issuance of bonds for equipment, since the term "equipment," if a substantial departure from purposes contemplated and provided for in the statute, should be regarded as surplusage.—Board of Commissioners of Buncombe County v. Malone, 101 S. E. 552, N. C.

A levy of \$400 for educational purposes, which did not specify for what purpose it was levied, is too indefinite and uncertain to be sustained against objection to collection thereof by county officials.—People v. Hines, 125 N. E. 336, Ill.

Whether or not school districts shall possess the power to borrow money and issue negotiable bonds evidencing their debts so created is wholly a matter of legislative will, and such power may by the Legislature be granted or withheld and may be taken away or limited after once being granted, subject only to the limitation that it shall not be exercised so as to impair the obligation of contracts.—State v. Clausen, 186 P. 319, Wash.

Under Oregon Laws of 1913, p. 299, the legality of school district bonds executed, registered, and delivered to purchaser as there provided after an election for their issuance, are incontestable, in the absence of fraud or some fatal defect in the proceedings, known to the purchaser at or before purchase.—Pullen v. School District No. 3, Multnomah County, 186 P. 9, Ore.

Teachers.

In view of Kentucky St. Supp. 1918, §§ 4434a14, 4434a15, and the fact that defendant county superintendent of schools when used in mandamus by a teacher, had in his possession the teachers' salary schedule for the county and particular district, and knew the amount the teacher was

entitled to receive, failure of her contract of employment to specify or name the amount she was entitled to receive held not material omissions from such contract.—Lawless v. Scholl, 217 S. W. 681, Ky.

In view of Kentucky St. Supp. 1918, § 4434a4, despite section 4426a1, authority to prescribe a form of contract with teachers does not lie exclusively in the county board of education, and the law in respect to a teacher's contract has been complied with when the contract is according to a form prescribed by the state board of education, and has been executed by the teacher and the chairman and secretary of the division board of education.—Lawless v. Scholl, 217 S. W. 681, Ky.

The charter of St. Paul prescribing the procedure on which commissioner of education of city may remove teachers appointed by him without providing for a trial, a teacher removed by commissioner under the prescribed procedure is not entitled to a trial.—State v. Wunderlich, 175 N. W. 677, 680, Minn.

Pupils.

The Nebraska laws of 1919, c. 249, forbidding teaching in any other language than English, is held constitutional.—Nebraska District of Evangelical Lutheran Synod of Missouri, Ohio and Other States v. McKelvie, 175 N. W. 531, Neb.

"School," as used in the Nebraska laws of 1919, c. 249, § 1, forbidding any person, individually or as a teacher, in any private, denominational, parochial, or public school to teach any subject to any person in any other language than the English language, refers to and means a school which presents a course of study such as that prescribed in compulsory education act, as amended by the Nebraska laws of 1919, c. 155, and attendance upon which would satisfy the requirements of that act.—Nebraska District of Evangelical Lutheran Synod of Missouri, Ohio and Other States v. McKelvie, 175 N. W. 531, Neb.

The Nebraska laws of 1919, c. 249, forbidding any person individually or as a teacher in any private, denominational, parochial, or public

(Concluded on Page 79)

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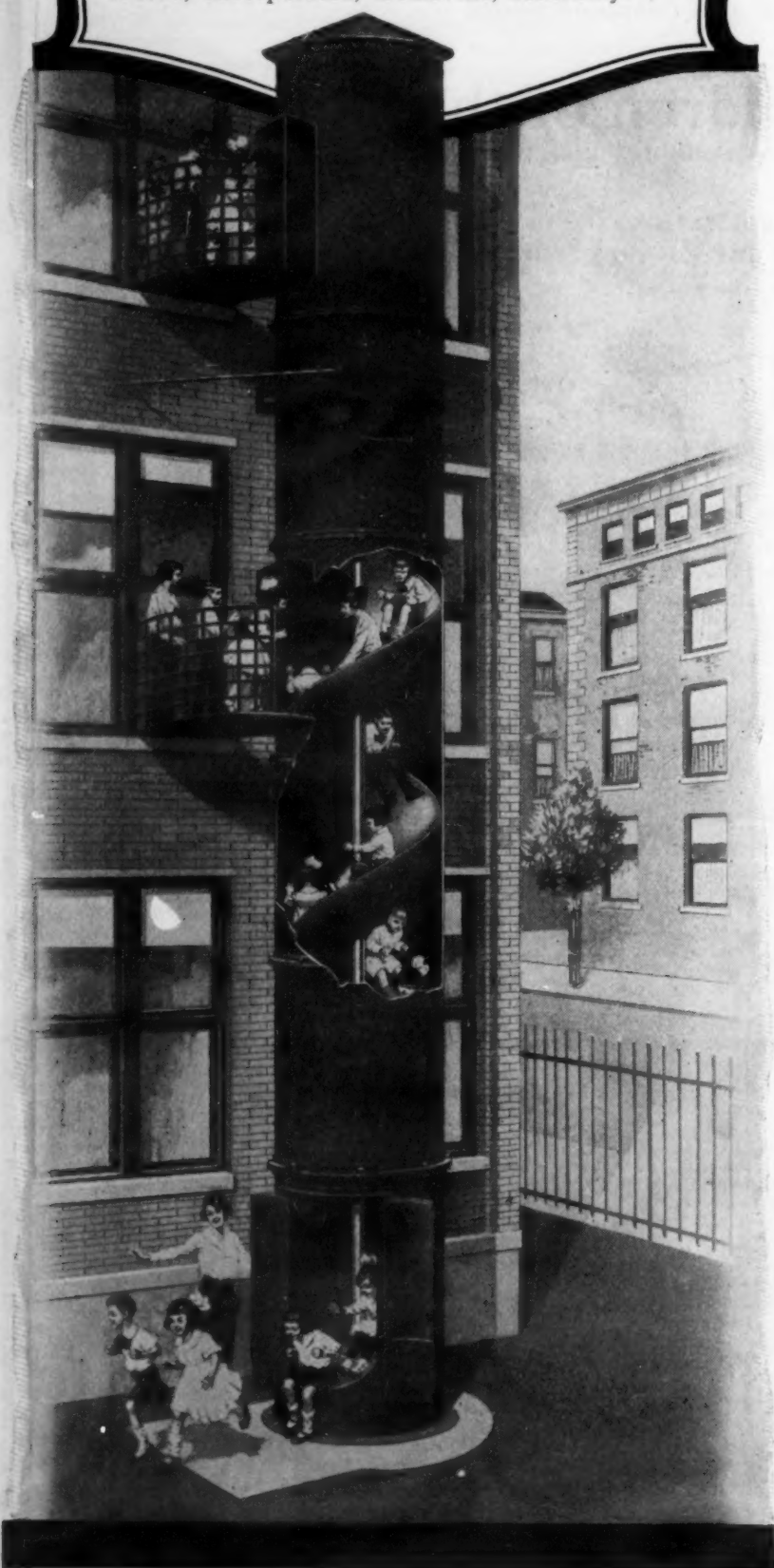
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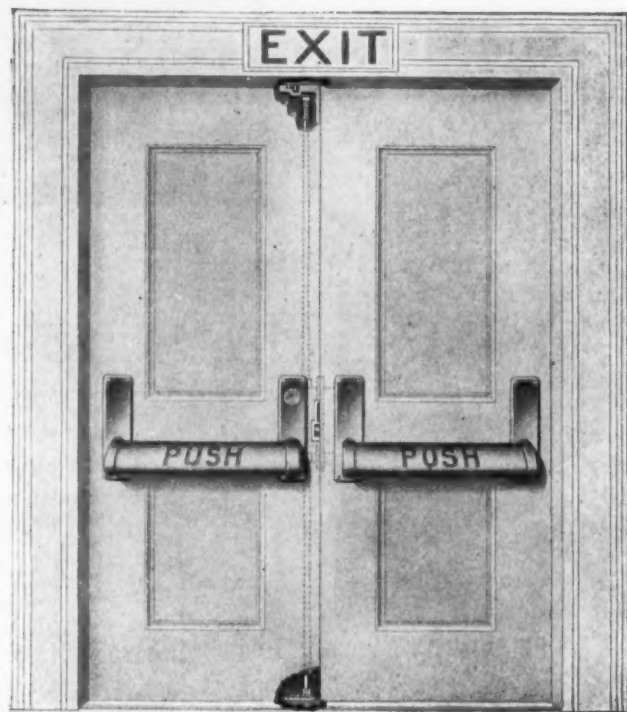
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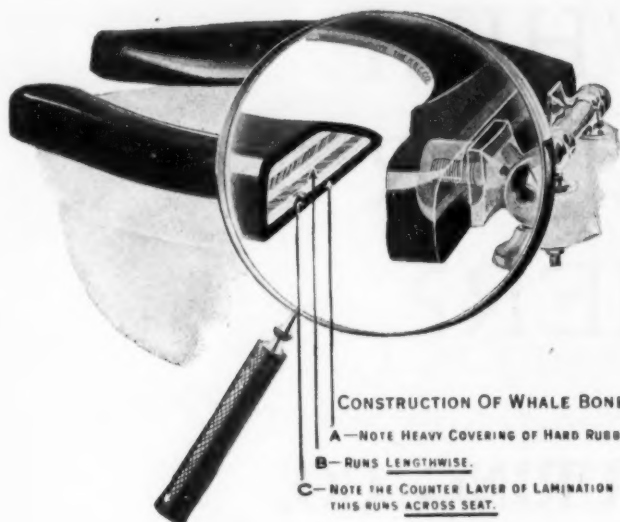
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(Concluded from Page 76)

school to teach any subject to any person in any other language than the English language, does not prohibit the teaching of a foreign language if taught in addition to the regular course of study in the elementary schools, so as not to interfere with the elementary education required by law and outside of regular school hours during the required period of instruction.—Nebraska District of Evangelical Lutheran Synod of Missouri, Ohio and Other States v. McKelvie, 175 N. W. 531, Neb.

The board of administration act, known as S. B. No. 134, enacted by the legislature in 1919 and referred to and adopted by the people, so far as granting to board of administration specific power to control preparation of courses of study in common schools is not unconstitutional as interfering with and taking away prerogatives possessed by superintendent of public instruction as a constitutional officer under the North Dakota constitution, ¶¶ 82, 83.—State v. Totten, 175 N. W. 563, N. D.

The superintendent of public instruction has no constitutional or inherent power to prescribe and prepare the courses of study for the common schools of the state; such right having been granted to the legislature by the North Dakota constitution, ¶ 83.—State v. Totten, 175 N. W. 563, N. D.

Under the board of administration act, enacted in 1919, pursuant to senate bill No. 134, specifically granting to such board the supervision of preparation of courses of study for public schools, and by section 9 making powers of superintendent of public instruction subject to supervision only so far as such powers were subject to supervision of state board of education and boards to which the board of administration succeeded, such superintendent has power to prescribe courses of study in common schools subject to supervision by the board of administration.—State v. Totten, 175 N. W. 563, N. D.

A judgment for damages for breach of contract preventing plaintiff, a teacher, from earning wages in a former year, must be collected by special levy, under Rev. St. 1913, 6464.—State v. Putnam, 174 N. W. 609, Neb.

On petition for mandate to require county superintendent of schools to approve requisition for petitioner's salary as high school principal, it was held that petitioner was the regularly employed principal, and, having performed his duties as such, was entitled to the relief asked; the contention of school superintendent that another person was the duly employed principal being untenable.—Brown v. White, 185 P. 304, Cal. App.

A teacher issued an "assistant teacher's license to act as a critic teacher" in 1899 is entitled only to the compensation of a model teacher, in view of Laws 1900, c. 751, ¶ 4, and Laws 1911, c. 902, ¶ 1.—Sullivan v. Board of Education of City of New York, 125 N. E. 99, 227 N. Y. 240, N. Y.

Under New York Laws 1911, c. 902, ¶ 1, adopting schedules for teachers' salaries, critic teacher, tho licensed as assistant teacher, was entitled only to pay as critic teacher, not as regular or assistant teacher.—Sullivan v. Board of Education of City of New York, 125 N. E. 99, 227 N. Y. 240, N. Y.

Current wages earned by school-teachers should be paid by warrant from the teachers' fund.—State v. Putnam, 174 N. W. 609, Neb.

LEGAL NOTES.

The realty taxes of Minneapolis will be raised 20 per cent in order to solve the teachers' salary problem.

At Galveston, Texas, the recommendation that the local tax rate be increased from 25 cents to 40 cents on \$100 in order to maintain the schools on a more efficient basis is meeting with favor.

The legislature of Virginia has provided an increase of \$1,000,000 in teachers salaries, longer rural school terms, an accurate school census, vocational education, physical education and medical inspection of schools.

The legislature of Kentucky has fixed a minimum teacher's wage of \$75 per month; appropriated \$10,000 for a school survey; provided for the appointment instead of election of state superintendent; compulsory attendance until the age of sixteen; fixed minimum school tax for Louisville at 36 cents.

A bill pending in the New York legislature provides that "no person, firm, corporation, as-

sociation or society shall conduct, maintain or operate any school, institute, class or course of instruction in any subjects whatever without making application for and being granted a license from the University of the state of New York to so conduct, maintain or operate such institute, school or class." The bill is aimed at un-American establishments, but it is urged that it will affect unfavorably organizations like the Y. M. C. A., Y. W. C. A., Knights of Columbus, Federation of Boys' Clubs and Boy Scouts. An editor says: "The obvious purpose of the bill, however, is to control the activities of un-American and anti-American organizations. The objection made to it is its inclusion of perfectly legitimate educational and Americanizing effort."

Governor Hobby of Texas has called a special session of the legislature to meet the school crisis.

Funds for teachers' salaries in the common schools and the higher institutions of learning are required. There is also a crying need for more school buildings and additions to the state university.

A reorganization of the New York City board of education to give it broader powers and to restrict the authority now given to the superintendent of schools is provided in a bill recently introduced in the New York Senate by Senator A. W. Burlingame.

The bill provides for a reduction in the number of members of the board from seven to three, and requires their appointment by the mayor, the controller and the president of the board of aldermen. The superintendent of schools is to be placed under the jurisdiction of the new board and his powers are entirely subject to the discretion of the board. The proposed board also has power to remove the school superintendent, a power now denied the present board.

The bill empowers the board to select textbooks to be used in the schools, eliminates from the present law the requirement that the board perform any duty imposed on it by the Board of Regents or the Commissioner of Education, and reserves to the Regents only the right to prescribe courses of study.

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TEACHERS' SALARIES.

(Continued from Page 55)

in group "C" will receive no advance and those in group "D" will not be re-employed.

Teachers of groups one and two will be entitled to such salary as their ranking may indicate; teachers of group three will be entitled to such salary as their rank indicates, provided that none are ranked higher than "B," and teachers of class four are entitled to the salary of their rank provided that none are ranked higher than "B."

Experience will be rated according to the quality of experience rather than the period of time. In school systems employing not more than ten teachers of each year's experience will be reckoned as equivalent not to exceed five-tenths of a year's experience for each year after the first year; five years will be the maximum number of years accredited for grade school experience.

In systems employing more than 25 teachers and less than 100, each year's experience after the first year, will be reckoned as equivalent to seven-tenths of a year's experience and the maximum number of years' credit will not exceed seven.

In systems employing more than 100 teachers, each year's experience will be reckoned as equivalent to eight-tenths of a year's experience and the maximum number of years credited may not exceed nine.

In systems where the experience is considered the equivalent of the experience in Tulsa, full credit will be given the first five years; and eight-tenths of a year's experience for each year beyond the fifth, and the maximum may not exceed ten.

Teachers having additional duties such as assistant principal or assistant in athletics will receive \$5 to \$20 additional for such service as may be recommended by the committee and the superintendent.

Teachers having additional duties such as head teachers, assistant principals, assistant in athletics, or supervisory work will receive from \$5 to \$25 additional per month for such service as the teachers' committee and superintendent may recommend.

Each teacher will be given \$2.50 a month additional for accredited summer school attendance for a period of six weeks, and \$5 per month for twelve weeks' attendance.

The salary of beginning teachers who have met the requirements will be \$110 per month for grade teachers, and \$125 per month for high school teachers on a twelve months' basis. Salaries in the grades will range from \$1,320 to \$1,920 and in the high school from \$1,500 to \$2,520, with provision for additional salary in case of extra services.

Directing teachers and supervisors will receive as high as \$3,000 and salaries of principals range from \$2,000 to \$3,850.

Each teacher is required to hold a city certificate. Certificates are issued annually and for one year only, upon examination or certified credentials of training.

Since the beginning of the school year 1920-21, the year has been arranged on the four-quarter plan, the required school year being three regular quarters and the additional one constituting the summer quarter. All teachers are required to obligate themselves to the four-year program for summer quarter and the renewal of certificate depends upon the meeting of this obligation. The program for the summer quarter provides for one summer to be spent in summer school, one to be spent in teaching service in the city schools, one to be spent in travel for improvement in teaching service, and one to be spent in recreation as the teacher may select. Attendance at summer school for the summer of 1920 is not made compulsory.

TEACHING CRISIS IN KANSAS.

The present and prospective shortage of teachers constitutes a menace to the public welfare so serious as to justify heroic measures by teachers and by the general public. As one factor in meeting the situation, a conference recently held at Emporia, Kans., comprising representative school people of all classes, made the following proposals concerning salary schedules:

1. Salary schedules approved by the conference should (a) retain in the teaching profession

the most competent of the present teachers; (b) secure the return to teaching of many of the most competent teachers who have left the profession for other remunerative work, and (c) attract into teaching strong men and women who have decided upon a life career.

2. The schedule should be given wide publicity immediately by teachers' appointment committees in the institutions now engaged in training teachers.

3. School boards should accept the schedule or one with higher salaries and should insist upon standard qualifications for teachers, thus showing their determination to meet the present crisis with higher money cost rather than with decreased efficiency in the schools.

4. Where contracts are already made, teachers should be urged to adhere to the salary schedule or to salaries higher than the schedule, not primarily to protect their own financial interests, but because the public welfare demands it. Accepting salaries below the schedule, makes impossible the task of securing a sufficient number of adequately trained teachers during 1920-21.

5. The schedule constitutes the minimum salaries which provide an adequate number of properly qualified teachers for 1920-21 in rural schools and in cities of the first, second and third class.

Rural Schools and Cities of the First, Second, and Third Class.

Professional Training.	Beginning salary.	Annual increase.		No. Perma- nent.	Salary.
		salary.	creases.		
5 yrs. above H. S.	\$1,400	\$200	7		\$2,800
4 yrs. above H. S.	1,300	150	6		2,200
3 yrs. above H. S.	1,200	100	5		1,700
2 yrs. above H. S.	1,100	100	4		1,500
1 yr. above H. S.	1,000	50	3		1,150
H. S. Graduation..	900	50	2		1,000

The conference recommends the appointment of a committee to undertake a revision of the laws on certification of teachers, the holding of a teacher emergency week to give publicity to the teacher emergency, and the raising of the standards for the initial admission of teachers into the profession.

(Continued on Page 83)

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CHICAGO

TEACHERS' SALARIES.

(Continued from Page 55)

in group "C" will receive no advance and those in group "D" will not be re-employed.

Teachers of groups one and two will be entitled to such salary as their ranking may indicate; teachers of group three will be entitled to such salary as their rank indicates, provided that none are ranked higher than "B," and teachers of class four are entitled to the salary of their rank provided that none are ranked higher than "B."

Experience will be rated according to the quality of experience rather than the period of time. In school systems employing not more than ten teachers of each year's experience will be reckoned as equivalent not to exceed five-tenths of a year's experience for each year after the first year; five years will be the maximum number of years accredited for grade school experience.

In systems employing more than 25 teachers and less than 100, each year's experience after the first year, will be reckoned as equivalent to seven-tenths of a year's experience and the maximum number of years' credit will not exceed seven.

In systems employing more than 100 teachers, each year's experience will be reckoned as equivalent to eight-tenths of a year's experience and the maximum number of years credited may not exceed nine.

In systems where the experience is considered the equivalent of the experience in Tulsa, full credit will be given the first five years; and eight-tenths of a year's experience for each year beyond the fifth, and the maximum may not exceed ten.

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Teachers having additional duties such as head teachers, assistant principals, assistant in athletics, or supervisory work will receive from \$5 to \$25 additional per month for such service as the teachers' committee and superintendent may recommend.

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Rural Schools and Cities of the First, Second, and Third Class.

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5 yrs. above H. S.	\$1,400	\$200	7	\$2,800
4 yrs. above H. S.	1,300	150	6	2,200
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1 yr. above H. S.	1,000	50	3	1,150
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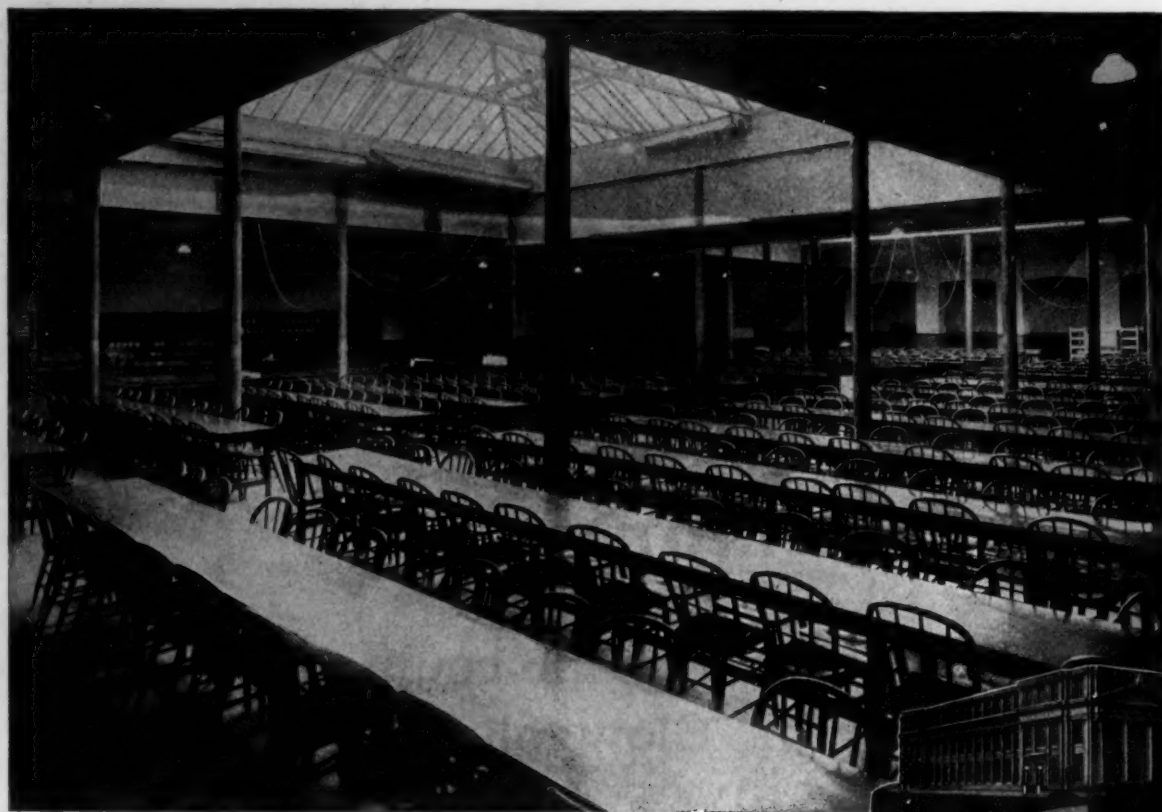
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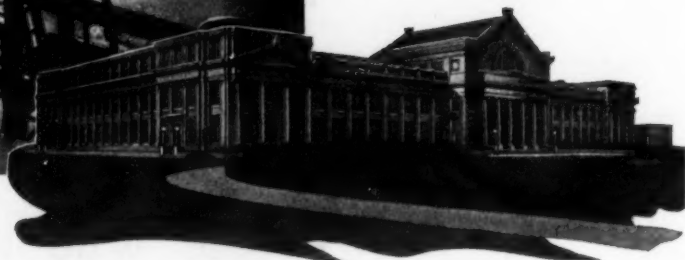
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We invite consultation in the planning of school lunch rooms and domestic science departments. This will incur no obligation on your part. Our service includes the designing, complete outfitting and installation of these establishments. Many of the finest school cafeterias in the country are the products of our service organization.

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Moline High School	Moline, Ill.
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Nicholas Senn High School	Chicago, Ill.
Valparaiso University	Valparaiso, Ind.
Nebraska State Normal School	Peru, Neb.
Sam Houston Normal Institute	Huntsville, Texas
South Dakota State College	Brookings, S. D.
State Teachers' College	Greeley, Colo.
Millsap's College	Jackson, Miss.
Academy High School	Erie, Pa.
Sapulpa High School	Sapulpa, Okla.
Iowa State College	Ames, Iowa
Muskegon Commercial College	Muskegon, Mich.
Lake View High School	Chicago, Ill.

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Y151—Feeding the School Child.

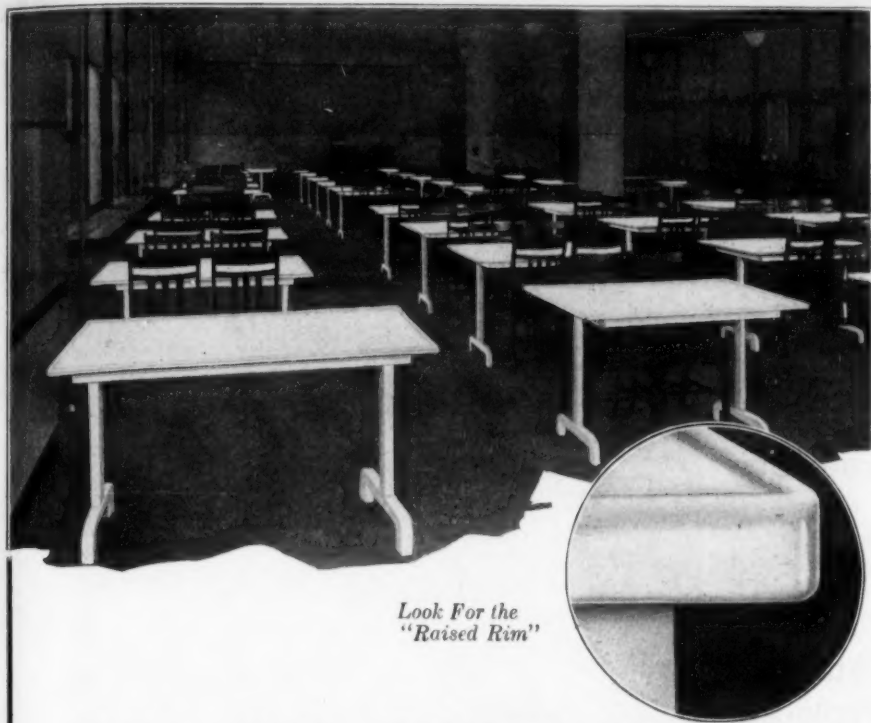
Y152—Practical Domestic Science in City and Country Schools.

Y21—General Catalog of Furnishing, Equipment and Supplies.

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Note: The Sani Products Co. is a selling organization to merchandize the combined catalogued products of the Marietta Mfg. Co., Indianapolis, Ind., and the Chicago Hdwe. Foundry Co., North Chicago, Ill.

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ONYX

Sani-Onyx Table Tops have a "Raised Rim" which prevents chipping and keeps dishes from sliding to the floor. No table cloths needed. Think of the saving in laundry bills alone. Simply wipe the surface with a damp cloth and they will always be clean and inviting. **Sani-Metal Bases** are made of fine grained cast iron, heavily coated with porcelain enamel. No projections or crevices for dirt to collect. Look better than the ordinary varnished kind and will last a lifetime.

Sani Products Co., 822 Sani Bldg.,

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Gentlemen: Please send me your latest catalogue showing **SANI-ONYX** and **SANI-METAL**, school and industrial lunch room equipment to accommodate pupils. The space is ft. by ft.

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Address

(Continued from Page 80)

KENOSHA SALARY SCHEDULE.

The school board of Kenosha, Wis., has adopted rules governing the salaries of teachers, supervisors and principals composing the teaching corps, to take the place of the 1917 code of rules and regulations. The rules provide for the following classifications and salaries:

I. Classification of Members of the Teaching Force:

1. The superintendent of schools.
2. The supervisory group.
 - (a) Supervisory group.
 - (b) Supervisors of special subjects, activities or interests.
3. The special teachers.
 - (a) Teachers of special subjects.
 - (b) Teachers of special groups of children.
4. The regular classroom teachers.
 - (a) Senior high school.
 - (b) Junior high school.
 - (c) Elementary.

II. The schedule is basic, since it affects the greatest number and is as follows:

1. Schedule for senior high school teachers.
 2. Schedule for junior high school teachers.
 3. Schedule for elementary teachers.
- The salaries of special teachers will be adjusted with reference to the schedules for classroom teachers, the considerations governing placement being generally the same, plus the amount of technical training taken in preparation for their work.

To determine a classroom teacher's place in the scale, certain factors or conditions are taken into account, and advancement is made according to a system of credits based thereon:

I. Factors and conditions affecting placement:

1. Professional preparation (a) academic and special training before teaching in Kenosha, and (b) further professional study and training since entering the service.

2. Experience before coming to the city, the results of which Kenosha benefited therefrom.
3. Length of service in Kenosha and the quality of that service.

II. Credits affecting placement:

1. Each year of academic or professional study beyond the high school will count as two credits.
2. Each summer term of study, totaling at least sixty hours and resulting in two certified

standings will count as a half credit, provided that such study has not already resulted in graduation from an institution or in securing the certification upon which the teacher is now holding position. Correspondence courses resulting in two certified standings will count as one-half credits.

3. A summer spent in travel resulting in professional benefit, approved as such by the superintendent, will add one or two credits, according to the nature and extent of the travel.

4. Each year of service will count as two credits.

5. Each year of service in elementary grades, grammar grades, or high school of another city about the same rank as Kenosha, will count as one credit.

6. Each year of service in a rural school will count as one credit.

The schedules and the credits determining placements are:

Schedule 1—Senior High.

Group.	Credits.	Months.	Salary 12	Yearly	Salary Per Month.
D2	10 or 11.....		\$1,500		\$125.00
D1	12 or 13.....		1,572	72	131.00
C3	14 or 15.....		1,650	78	137.50
C2	16 or 17.....		1,728	78	144.00
C1	18 or 19.....		1,806	78	150.50
B3	20 or 21.....		1,890	84	157.50
B2	22 or 23.....		1,974	84	164.50
B1	24 or 25.....		2,058	84	171.50
A3	26 or 27.....		2,148	90	179.00
A2	28 or 29.....		2,238	90	186.50
A1	30 or 31.....		2,328	90	194.00

Schedule 2—Junior High.

Group.	Credits.	Months.	Salary 12	Yearly	Salary Per Month.
D2	7 or 8.....		\$1,320		\$110.00
D1	9 or 10.....		1,380	60	115.00
C3	11 or 12.....		1,446	66	120.50
C2	13 or 14.....		1,512	66	126.00
C1	15 or 16.....		1,578	66	131.50
B3	17 or 18.....		1,650	72	137.50
B2	19 or 20.....		1,722	72	143.50
B1	21 or 22.....		1,794	72	149.50
A3	23 or 24.....		1,872	78	156.00
A2	25 or 26.....		1,950	78	162.50
A1	27 or 28.....		2,028	78	169.00

Schedule 3—Elementary.

Group.	Credits.	Months.	Salary 12	Yearly	Salary Per Month.
D2	5 or 6.....		\$1,200		\$100.00
D1	7 or 8.....		1,260	60	105.00
C3	9 or 10.....		1,326	66	110.50
C2	11 or 12.....		1,392	66	116.00
C1	13 or 14.....		1,458	66	121.50

III. Limitations and Directions to be observed in the operation of the schedule for classroom teachers.

1. On account of financial conditions, rank B3 will be the maximum for the year 1920-21.

2. No teacher may receive an advance of more than \$360 above the salary received for the year 1919-20.

3. Teachers will reckon their credits and consequent place in the schedule and will present to the teachers' committee a signed statement of their claims, showing in detail their reckoning, numbered and listed as given under "credits."

4. It is expected that teachers will, during the following summer (1920) do such work as may reasonably be expected along the line of professional improvement, and all teachers who have complied with the conditions in A-1-4-2, part two, will receive in 1921-22, the advance in salary specified.

IV. Special salary considerations.

1. Heads of Departments.

(1) Those who hold the position of heads of department in the senior high school will receive \$100 a year more than they are entitled to as classroom teachers. For active constructive work in raising the standards of their respective departments in senior and junior high schools, and for strengthening and co-ordinating such work, an additional \$100 will be paid upon evidence of such accomplishment.

2. Athletic director.

(1) The teacher of the high school who has charge of athletics will receive \$2,160 for the year 1920-21. Advancement beyond that amount will be fixed from year to year.

3. Assistant principal.

(1) The teacher who acts as assistant principal of the senior high school will receive \$2,500 for the year, this to include the duties assigned

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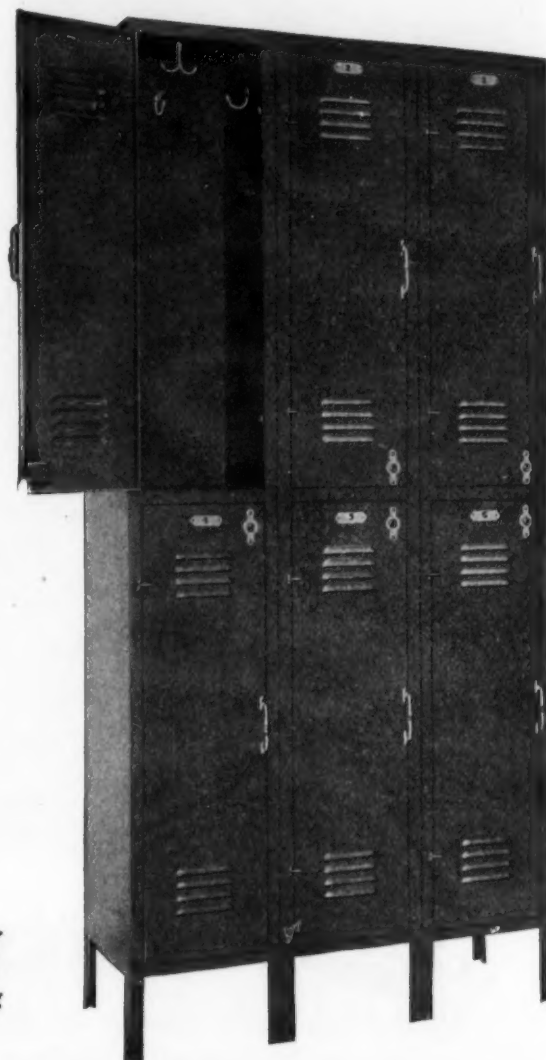
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to him of manager of athletics. As head of the science department he will have extra salary considerations.

I. Classification of Special Teachers.

The teachers of the present school force classifying as special teachers will include teachers of special subjects and teachers of special classes.

II. Adjustment of Salaries of Teachers of Special Subjects.

1. Teachers of special subjects who have diplomas from special technical schools, giving training for teaching their special subjects, will be placed in the schedule according to the grades in which they are doing most of their work. Advancement of manual training teachers will be reckoned according to the same system of credits as that used to determine the placement of classroom teachers and the same maximum of B3 for 1920-21 will hold for them as for classroom teachers.

(1) Teachers of art and construction, music, penmanship, physical training, and librarians will have in consideration of this special service, and in addition to the salary paid, an amount not to exceed \$150 for the year to be paid in ten installments for the ten school months, and \$5 for each month in which the program of work requires daily extra traveling from school to school.

2. Teachers of domestic science will have an amount not to exceed \$200 in addition to the salary attained by credits and the extra \$5 a month.

3. Teachers of manual training and printing will receive an amount not to exceed \$400 in addition to the salary received for the year, and \$5 a month as above.

4. Teachers of special subjects, who do not hold diplomas, will classify under schedule III and will be allowed the same salaries as classroom teachers, subject to the limitations. An additional \$5 a month may be paid for extra traveling from school to school.

2. Teachers who hold normal school diplomas and have begun, or will begin, the specialized training needed for their work, will be ranked under schedule II, and will reckon advancement as others. To the salary thus attained will be added \$100 in recognition of the special service

rendered, the same to be paid in ten equal installments, one after each month.

In determining the salaries of supervisors of special subjects, length of service, and other considerations were taken into account as follows:

(1) Special preparation in technical schools along the line of the special work supervised.

(2) Experience in teaching the special subjects supervised, which adds to supervisory efficiency.

(3) Experience in details of administrative work, and ability to handle it.

(4) Ambition and willingness to undertake the building up of the special department, activity or interest in charge of the supervisor, and their efficiency in so doing.

In the adjustment of salaries of supervising principals, the factors or conditions taken into account, besides those of experience, professional qualifications and some others, affecting classroom and other teachers were: (1) grade of the school; (2) size of the school.

A salary schedule recently prepared by Dr. Thomas E. Finegan, state superintendent of Pennsylvania, provides for increases in the salaries of Philadelphia teachers and principals ranging from a minimum of \$1,200 to a maximum of \$5,000. The former salaries ranged from a minimum of \$900 to a maximum of \$3,700. The schedule has been approved by the board of education and will go before the legislature for final approval next January. The increases will be retroactive to January 1, 1921.

Under the new schedule annual increments over a period of eight years are provided. Formerly increments have extended over a period of sixteen years. In other words teachers will attain their maximum salary after eight years instead of sixteen years as heretofore.

Annual increments of \$100 each are provided for elementary grades and kindergarten teachers; \$125 for junior high school teachers; \$175 for high school teachers; \$125 for supervisors; \$237.50 for elementary school principals; \$250 for junior high school and high school principals. That is to say, the amounts of the respective increments will go into effect annually between the period the teacher or principal is receiving his or her minimum and maximum salary.

The teachers in the public schools of Montevideo, Minn., have received increases of 34 per cent in salary.

Kansas City, Kans. The board of education has adopted a salary schedule under which grade teachers are given a minimum of \$1,200 and a maximum of \$1,708; junior high school teachers will be given a minimum of \$1,608 and a maximum of \$1,968; senior high school teachers will be paid a minimum of \$1,668 and a maximum of \$2,508. Teachers receiving a salary of \$1,248 or above, were given increases of \$540, and those receiving less than \$1,248, increases of \$600.

Athol, Mass. Increases of \$300 have been given to the grade teachers and \$400 to the high school instructors. The increases went into effect in January last.

Walpole, Mass. At the annual town meeting the appropriation for schools was increased from \$69,000 in 1919 to \$113,000 in 1920. About 90 per cent of this increase is devoted to teachers' salaries, making possible an increase of \$300 per teacher retroactive to January 1, 1920. This is the third increase given to teachers since September, 1919, the three totaling \$600. This brings the maximum salary scale for grade teachers to \$1,400, and for high school teachers to \$1,600.

Lebanon, Pa. The board has given increases in teachers' salaries for 1920-21 which average \$307.83 per teacher, or an increase of 32 per cent over the present salaries. The minimum salary in the grades will be \$1,000 and the maximum \$1,300. In the high school, the minimum is \$1,100 and the maximum is \$2,100. The principal of the high school will receive \$2,100.

Elyria, O. The board has adopted a salary schedule providing for a minimum of \$1,100 for normal-trained grade teachers and a maximum of \$1,750. High school teachers holding A. B. degrees will be paid a minimum of \$1,300 and those with a master's degree \$1,400. The maximum has been fixed at \$2,500. All teachers have been given increases ranging from \$300 to \$375, which is in addition to the ten per cent increase given in December last.

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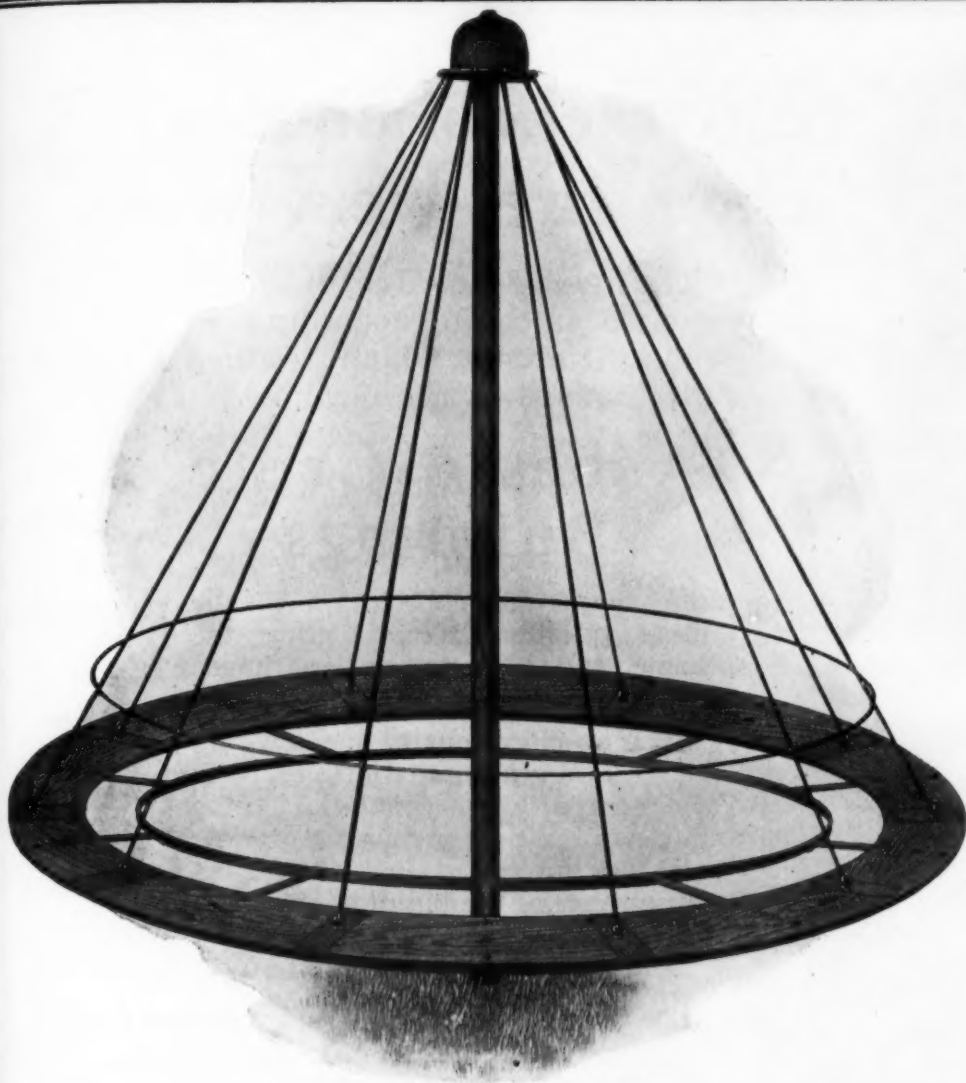
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SCHOOL BOARD NEWS

(Continued from Page 56)

A special award of Americanization certificates was made at the closing exercises of the Illinois Avenue Evening School, Atlantic City, N. J. The event marked the completion of the term for the year.

The school reports that a smaller number of students availed themselves of the opportunities this year but the efforts have been well repaid. Americanization was the dominant note and citizenship was the prevailing issue during the term. Much of the work was done in cooperation with the Naturalization Service and Division of Citizenship of the United States Government. The diplomas and certificates presented to the students were issued by the government.

The school board at St. Joseph, Mo., peremptorily dismissed a principal for circulating scandalous stories about Superintendent-elect John W. Thalman. The stories were proven groundless.

Sweaters, flannel shirts, neat but faded dresses and patched trousers were the outstanding features of the opening of the "old clothes" campaign at South high school, Worcester, Mass. Faculty and students joined in the general movement to wear out old things, and age, combined with neatness, was the order of the day.

Colorado Springs, Colo. The board of education recently ordered that students discontinue the practice of driving their own cars to the high school. It was the opinion of the members that it created snobbishness.

The school board of Muncie, Ind., must increase its membership from three to five members because of the rating of the city as second class. The act under which a board of five members is created fixes the compensation at \$500 a year.

Washington, D. C. Initial steps have been taken toward a concerted campaign for better conditions in the public schools. An Association for Improved Public Schools has been organized and a constitution and bylaws have been adopted.

Fall River, Mass. A flat increase of \$4 per week has been given to the janitors.

Supt. B. B. Jackson of Minneapolis has recommended the appointment of a supervisor to bring

about closer cooperation between substitute school teachers and the administration.

The first steps have been taken for an elective school board at Washington, D. C. A hearing on the elective school board bill will be held before the Senate educational committee.

Cleveland, O. A rule adopted by the board of April 12th, sets the limit at \$60, beyond which no school may go in providing music, programs and floral decorations for commencement in the several senior high schools and normal school. Payments to commencement speakers, and other items not covered by the \$60 must be approved by the board.

Dr. Thomas E. Finegan, State Superintendent of Public Instruction, of Pennsylvania, has recommended an elective school board for Philadelphia. He urges a small board, liberal tenure, representation at large, and elections apart from regular municipal elections.

Thirty cities in Wisconsin have sized up the school situation and adopted salary schedules for 1920-21, and 24 cities of less than 10,000 population have schedules showing twenty to fifty per cent increases over last year. A number of these cities have adopted schedules which place a premium on good work, successful experience, and additional training.

Beloit has adopted a schedule ranging from \$1,100 to \$1,400 for grade teachers and \$1,200 to \$2,200 for high school instructors. Advances in salary are offered to successful teachers and a bonus of \$50 is given for attendance at a college summer school where at least two major credits are earned.

Antigo has adopted a credit system for experience, professional training and travel, with corresponding salary rewards.

Kenosha has taken into account in determining its salary schedule, first: Professional preparedness; second, experience before coming to the city, and third, length of service and the quality of that service.

In making salary schedules, these cities considered what is called the professional salary as distinct from the living wage. A teacher is entitled to the professional salary over and above the living wage which offers a return on the professional training, and which allows for further

demands made upon the teacher for study, travel, and for additional professional improvement.

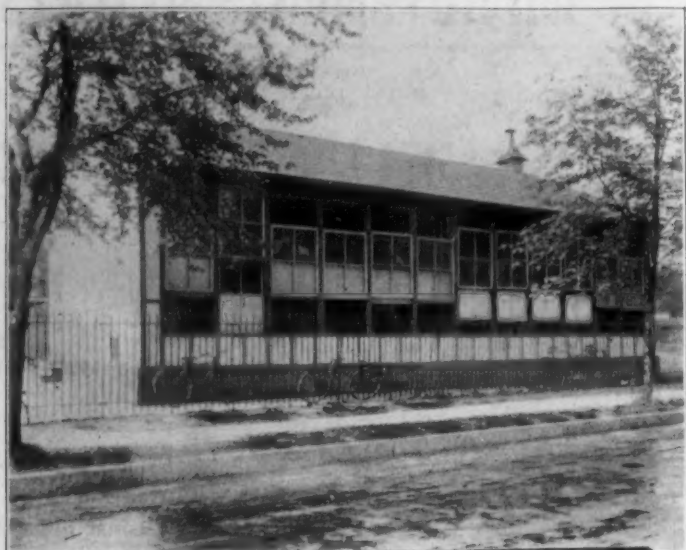
The Conference Committee of the Louisville Educational Association has adopted a plan on the appointment and compensation of teachers for the year 1920-21. All teachers now in the service will receive a flat increase of \$500, which is an increase of 80 per cent since 1914. Graduates of the Normal School will receive \$120 a month for the first year. Teachers in the Normal School, the Girls' High School and the Vocational School will receive an increase of \$100 per year, making their flat increase for the year 1920-21 \$600 instead of \$500. The flat \$500 increase will call for \$486,000, while the total increase, including those from the three schools mentioned, will amount to \$496,700. The contract provides for a school term of full ten months contingent on the granting by the city of the necessary funds when the school tax rate is fixed in December, 1920.

Fairmont, W. Va. The board has adopted a salary schedule providing for a minimum of \$1,100 and a maximum of \$1,400 for elementary teachers. High school instructors will be paid a minimum of \$1,650 and a maximum of \$2,350. Sixty per cent of the elementary teachers under the schedule, receive salaries ranging from \$140 to \$155 a month, and 25 of the 26 teachers receive increases ranging from \$500 to \$650. The new schedule increases the budget of teachers' salaries by 49.2 per cent.

Architects in San Francisco, Oakland and Alameda have been selected to design some of the new school buildings to be erected at Oakland, Calif., under the recently authorized five million architects and the value of the buildings to be erected ranges from \$25,000 to \$500,000.

It is provided that the preliminary sketches for the buildings shall be prepared under the direction of the construction department, with Mr. C. W. Dickey and Mr. Marston in charge of the construction. A commission of 3½ per cent of the total cost of each building will be paid each architect.

St. Albans, Vt. The survey committee has recommended that the city vote a special tax of not less than thirty cents for the more adequate support of the school system. The committee which was appointed a year ago to make a sur-



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vey, has just reported its findings to the city council.

State aid to rural schools in the country districts of Virginia will be distributed this year with a more lavish hand. A fund of \$400,000 has been appropriated to assist the rural schools.

The voters of Cleveland, O., will be asked in August, to provide approximately \$16,800,000 for the schools next year. The ballots list two measures, first, measures to raise funds provided by the new school tax laws, and second, bond issues to provide for a revised building program. The latter will involve an expenditure of from \$12,000,000 to \$14,000,000.

The school board of Minneapolis has adopted a budget of \$4,300,859 for the year 1921. The budget provides for increases in the salaries of teachers, principals, janitors and clerks.

The Rhode Island State Board, in its 50th annual report, points to the need for an increased school revenue. It is shown that 131 teachers have definitely abandoned teaching for other vocations. To recoup the losses and to provide for normal demands of the future, it is estimated that more than twice as many teachers will be needed, as the agencies in the past have been prepared to provide. This means an extension of the provisions for training teachers which is a long recognized function of the state.

The board, in its report suggests that if all the cities and towns were to establish a minimum salary of \$1,000, as one has already done, economic conditions will make for an increase of teachers.

Quincy, Ill. The board has received the approval of the people for an increase in the tax levy.

Watertown, Mass. An increase in the tax rate from \$21.80 to \$30 provides for increases in the salaries of teachers and principals.

Fort Scott, Kans. The schools face the possibility of a deficit of \$75,000 with the close of the school year. It has been decided to take advantage of the new law which will make it possible to issue bonds on and after June first, to take up the school deficit.

Approximately \$3,000,000 increased revenue for the Cleveland schools' operating and building expenses for the coming year will be provided as

a result of last winter's legislation if the citizens give their approval this fall.

Under the new tax laws and on the basis of a \$200,000,000 increase in property valuation, the schools if the public approves, may receive \$12,000,000 for building and operating expenses.

Beloit, Wis., has authorized an increase of \$75,000 in the tax levy for teachers' salaries and necessary school buildings.

Indianapolis, Ind. In the direction of closer supervision over the supplies purchased for the schools, the board has ordered that bids amounting to more than \$200 be opened in the presence of members of the board. It has also been ordered that purchases of materials and supplies be taken up with the superintendent for approval. The changes in purchasing methods were necessary to eliminate the practice of subordinates taking part in the purchase of supplies and equipment.

The city teachers' association of Galveston, Tex., has asked the citizens to approve an increase in the tax levy of fifteen cents on each \$100 for the maintenance of the schools the next year. It was pointed out that Galveston has the lowest tax rate of ten Texas cities, many of which have a smaller population.

The Warren, R. I., school board has ordered the establishment of a new business system to facilitate the purchase of supplies and equipment and to permit of economy wherever possible. Sales slips for each purchase will be kept and all bills presented monthly for prompt payment.

The Providence, R. I., teachers have brought the following table showing per cent of municipal expenses allowed for school salaries and supplies:

	Per Cent.
1. Oakland	45.4
2. Columbus, Ohio	41.3
3. New Haven	39.6
4. Minneapolis	38
5. Indianapolis	36.5
6. Hartford	35.6
7. Denver	34.2
8. Portland, Ore.	33.8
9. Worcester	33.2

10. St. Paul	31.8
11. Newark	31.3
12. Kansas City	31
13. Cincinnati	30.1
14. Seattle	29.9
15. Milwaukee	29.3
16. Providence	28.8
17. Rochester	28.7
Jersey City	28.7
18. Washington	28.6
19. Buffalo	23
20. San Francisco	21.3

An issue of \$10,000,000 worth of state bonds to finance the state school program was suggested by a Wilmington banker, to the Delaware legislative commission engaged in revising the school code. It was explained that the state could take care of such a large bond issue without it being a burden. The banker said it would cost the state \$547,000 annually to pay the interest and liquidate the debt on the five per cent bonds which could be stretched over a period of 50 years.

The members of the Detroit high schoolmen's council have organized a branch of the American Federation of Teachers. The action has been taken as a result of the futile efforts of the teachers to obtain higher salaries.

Plans for a proposed teachers' retirement fund system for Indiana, which will be state-wide and cost \$500,000 a year, has been announced by the representatives of the teachers' organization in the State House.

Edgar P. Eyler of Hagerstown was elected president of the School Board Clerks' Association of Maryland.

The fines imposed upon the violators of the fish and game laws of Indiana go into the school fund of that state. It is now urged that the law be administered with greater zeal in order to swell the school funds.

The board of education at Albany, N. Y., has determined upon a part-time school to begin next September. It is for boys and girls who have not completed the high school but can attend part of the time but not all of the time because of the necessity to work either at home or in some outside employment.

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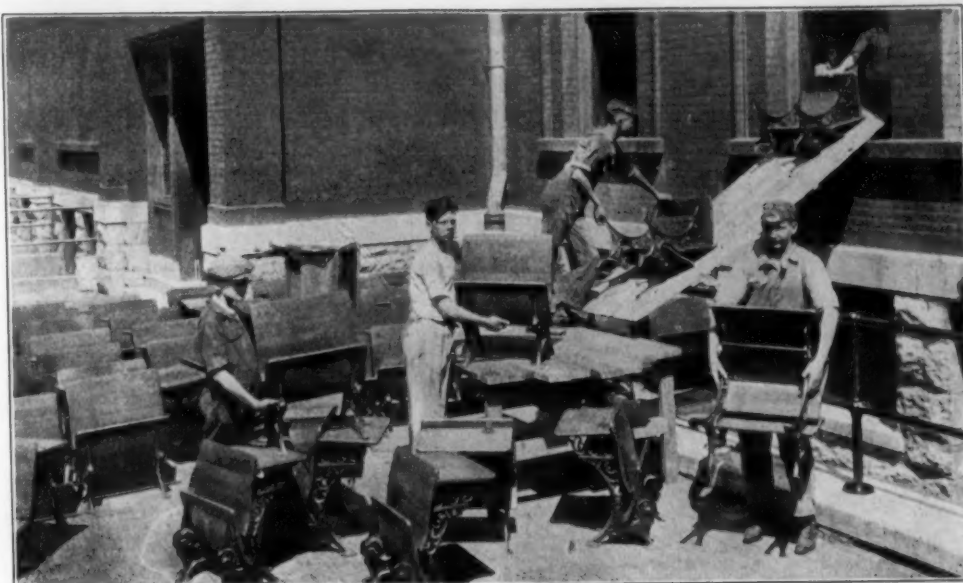
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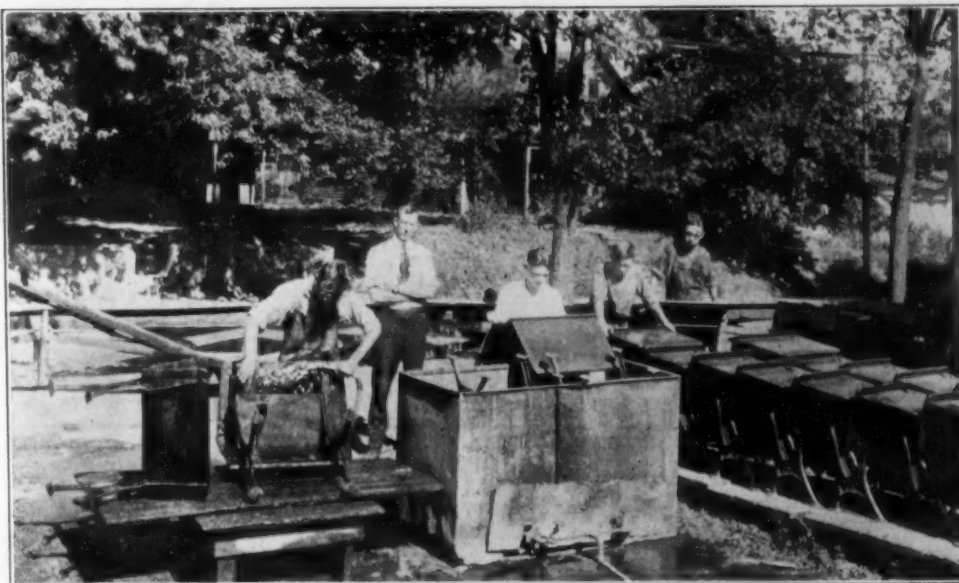
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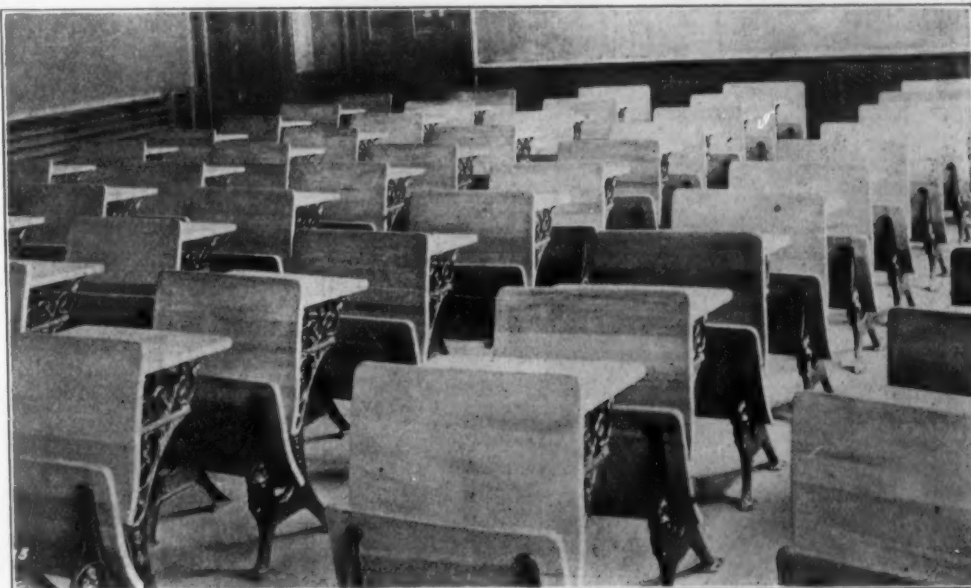
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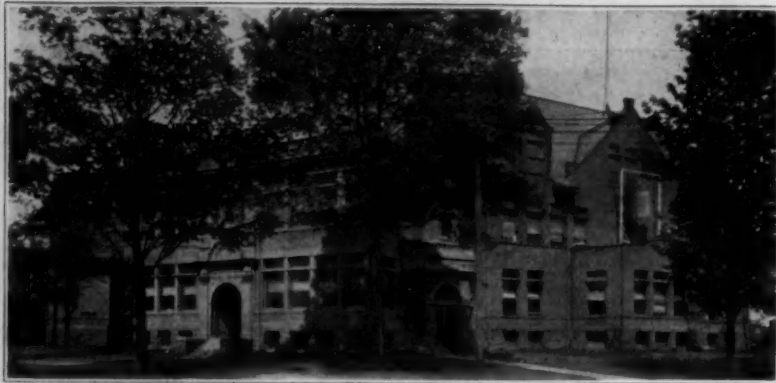
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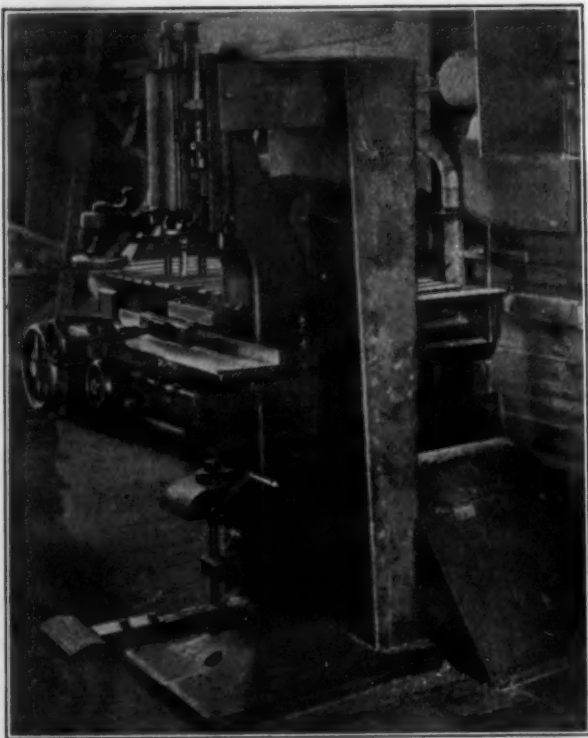


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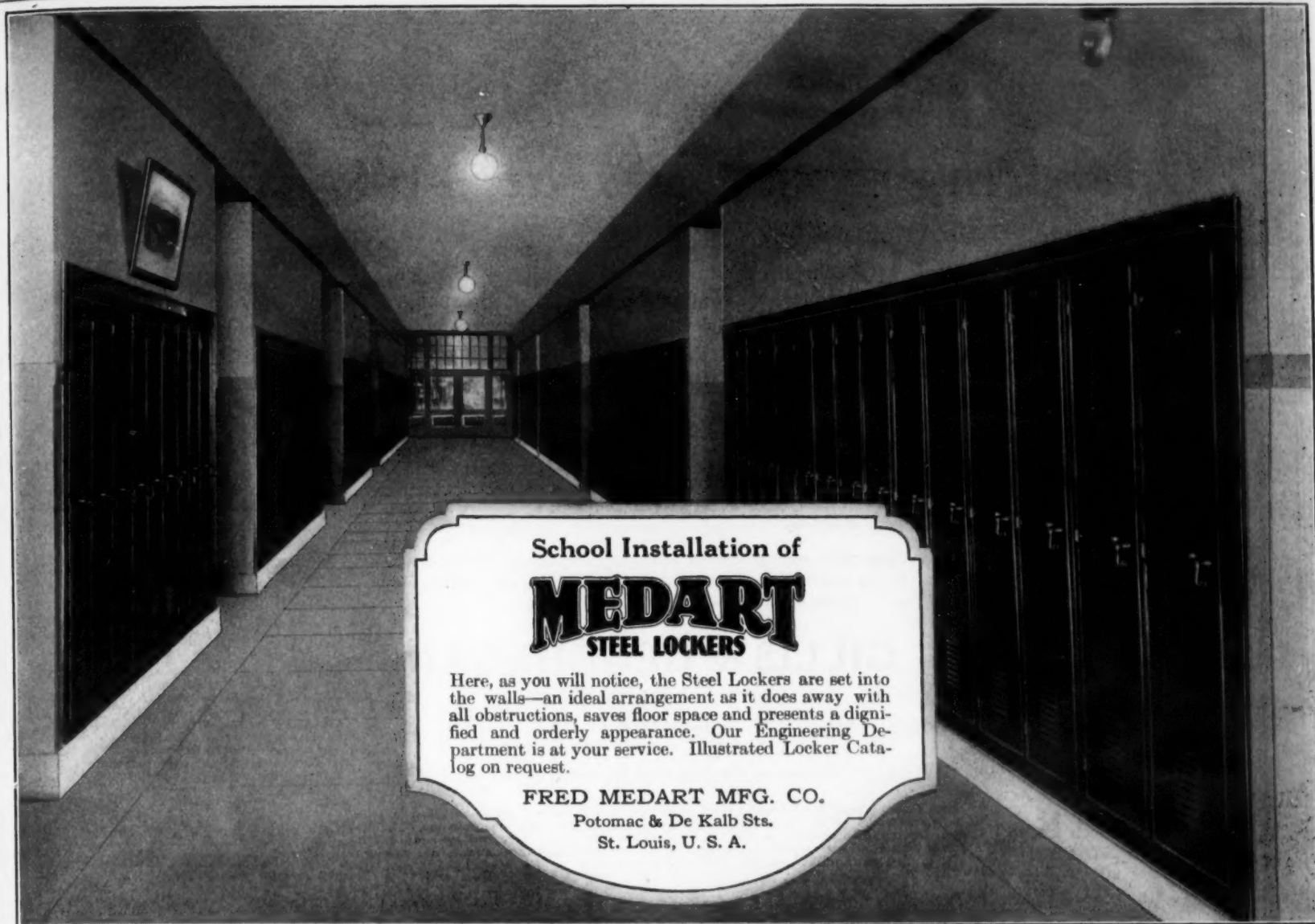
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TEACHERS AND SCHOOL ADMINISTRATION.

(Continued from Page 56)

tive educational work, and declared that the members of the teaching profession of necessity are bound to receive growing approval and co-operation from all classes during future years. The need of the country was never so desperate as at the present time and it is felt that the present crisis is a challenge for teachers. The teacher must turn his viewpoint from himself to the work for which he stands.

It is estimated by Prof. Arthur H. Wilde of the University School of Education that as many students as formerly will take up teaching this year, in contrast to conditions in other educational institutions of college and normal rank.

The California Teachers' Association and its official magazine, the Sierra Educational News, has inaugurated a campaign to raise teachers' salaries thruout the state. The association has adopted the slogan: "A minimum salary of \$1,500 for every teacher in California."

The Association has prepared a bulletin for general distribution which calls attention to the crisis in education, the means to be used in arousing the legislature to the need for more state support, and suggesting a program of action looking toward more aggressive action and larger salaries.

The Wisconsin Teachers' Association has obtained figures from the U. S. Bureau of Education which demonstrate that the shortage of teachers has reached proportions that constitute a national peril.

There are 18,279 schools closed because of lack of teachers, and 41,900 schools taught by teachers characterized as "below standard but taken on temporarily in an emergency." Some of the largest shortages by states are:

Texas, 2,055; Virginia, 2,000; Alabama, 3,500; Georgia, 1,500; North Carolina, 700; Iowa, 600.

The number of teachers below standard are:

Texas, 4,000; Virginia, 3,500; Alabama, 3,500; Georgia, 3,000; Tennessee, 3,000; Minnesota, 1,880; Illinois, 1,200; Kentucky, 1,100; New York, 1,100; South Carolina, 1,000.

A new kind of summer school for teachers has been suggested by the Institute for Public Service of New York City, in a recent bulletin. At the

school there will be no recitations, no lectures, no textbooks, no library assignments, no class texts. In place of the regular routine will be substituted hikes, swimming, tennis, golf, dancing, round-table conferences, private talks about individual problems, and opportunities for frank discussion with educators of proven ability.

It is the belief of the Institute that the aims and methods of summer schools need revision to get away from the academic treadmill. This can best be accomplished by providing for individual development, giving specific problems, and permitting less generalization.

It is suggested that teachers tell frankly their needs in order that superintendents and boards of education may recognize growth from self-development and summer conference. This would pave the way for academic credits based on individual development and ability to meet educational problems rather than the completion of a prescribed course which may or may not be of practical value.

The Southwestern Division of the Illinois State Teachers' Association which met in East St. Louis in April adopted several progressive resolutions. These were prepared by a committee headed by Mr. W. C. Fairweather. Two significant statements in the resolutions are as follows:

We condemn as unethical and unprofessional any tendency of teachers to underbid, to break contracts entered into in good faith, to make applications, simultaneously for several positions, or to apply for positions where vacancies have not been announced and without due regard to present incumbents.

We strongly urge and unqualifiedly endorse the Smith-Towner Bill in its entirety and recommend its speedy enactment into law by the present Congress.

Geoffrey F. Morgan, who has been for the past four years at the head of the public schools of Athens, Ohio, has been appointed Secretary of Teachers College, Columbia University, and leaves on June 15 to take up his new duties. Mr. Morgan is a graduate of Leland Stanford University, and a postgraduate of Columbia, where he received the Master's degree in education from Teachers College.

Mr. Morgan has made an enviable record in Ohio as a progressive school man. During his

four years' superintendency the Athens schools have made satisfying progress, with the result that the board offered him a substantial increase. He accepted the new position because of the larger field and wider opportunities.

Lancaster, Pa. A teachers' union has been formed with a membership of one hundred teachers.

A minimum of \$1,200 a year for grade teachers and \$1,500 for high school instructors has been recommended by the members of boards of education of Iowa cities of the first class, following a conference with the representatives of the state education department and superintendents. Advancement of teachers is to be based on merit and individual boards are given discretion to pay as high a minimum as necessary to keep teachers they wish to retain. The twelve-month plan of payment is expected to take care of the complaint that the teachers have no income for three months.

A teachers' association has been formed at Columbus, Ga., for the general betterment of the teachers and for adequate salaries.

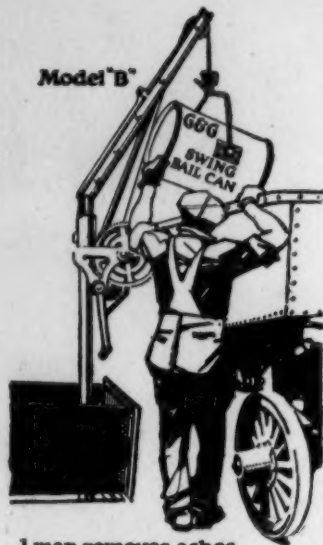
A teachers' Council is proposed at Providence, R. I., to present the attitude of the teachers on various questions affecting their welfare. The plan involves the election of representatives from the various grades and classes of teachers in the schools to serve a body of 75 or 100 delegates.

A teachers' organization is proposed at Springfield, Ill., to acquaint teachers and the public with school interests, so that the problems now facing the schools may be solved. Miss Maude Beach is chairman of the committee on organization.

New York, N. Y. A Citizens' Committee of One Hundred, including men and women of social, political and industrial interests, has been organized to obtain for teachers such pay as will enable them to remain in their positions and attract new teachers to the vacancies existing. The gravity of the situation has been pointed out by Supt. W. L. Ettinger, who estimates that more than 2,900 classes, affecting approximately 115,000 children, were sent home during one week because of the lack of teachers.

A decrease of 25 per cent in the enrollment of students in the four state normal training schools of Connecticut, since the 1917-1918 term,

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PLANTS

augurs ill for the teaching supply for the schools of the state. The heavy falling off in the number of those taking training courses means that many more schools than at present will be compelled to accept untrained teachers or close their doors.

Principals of the teacher-training institutions hold that the economic factor is the deciding one in the rapid decrease of the normal school enrollment, but that other factors of human psychology also enter into the situation.

It is found that there is no shortage in the larger cities but it is the country town that is going without teachers if the situation is not remedied. Country girls are not entering the training schools for teachers and must take what the city schools can't use.

In one section the heavy decline in enrollment is attributed to the lure of the industrial field, where positions are offered those who would otherwise become teachers. It is pointed out that no relief can be expected until the state offers the teacher a salary that in a fair way meets the attraction of the industrial position.

"Teachers' Plattsburgs" will be established this summer at five of the state normal schools in New York State. The special significance of the plan is that the supply of trained teachers has been depleted by the higher-paid branches of industry and there is not time to replace them by ordinary routine. The drain on the profession has been constant and men and women will not enter or stay in the profession when the pay is insufficient to meet a suitable standard of living.

St. Louis, Mo. The board of education has adopted a rule under which teachers belonging to a union will not be employed. The action followed an announcement that the high school teachers had effected an organization affiliated with organized labor.

A merit system which proved pernicious in practice, and an unsympathetic attitude on the part of the superintendent and school board in the matter of living salaries, are held responsible for a breach between the school board and the teachers at Eugene, Ore. Forty-three of the 49 teachers signed a statement that they would not teach next year if the superintendent was retained. The board has taken action toward the

retention of the superintendent for the next year. The principal grievances of the teachers were the working out of the merit system, the matter of salaries and the inability to get the cooperation of the superintendent.

A teachers' council has been formed at Stamford, Tex., as a means of raising the standard of the teaching profession and assisting the membership in securing adequate compensation.

Columbia, S. C. A system of merits for grading teachers has been approved by the teachers' council. The merit system will take into account the teacher's efficiency rather than the length of service in estimating the salary.

The teachers of Boston have organized an advisory council as the first step in the direction of democracy in the school system. The plan provides for one delegate for every 100 or fraction in each professional department group. The members of the council are elected by the teachers and not by the school authorities. The plan provides a council of fifty members.

Altoona, Pa. The school board has adopted a rule which prohibits the employment of married women as teachers.

Toledo, O. A plan has been put in operation whereby teachers who find their salaries inadequate, may obtain spare-time work on Saturdays and in the evenings. Lists of positions paying from \$15 to \$20 a week have been mailed to teachers.

Glencoe, Ill. The Glencoe Hotel has been remodeled into headquarters for the school board and a home for teachers. The first floor is devoted to the offices of the board, and the two upper floors are given over to living and sleeping rooms for the teachers. The building was completely rebuilt and renovated at a cost of \$40,000.

Fifteen hundred teachers of Los Angeles, Calif., when asked if they intended to teach next year under the present schedule, indicated serious doubt. A questionnaire revealed that 2,260 would teach, 680 would not, 430 were doubtful and 1,470 would try other work.

With 1,230 teachers declaring that their classes are overcrowded, the effect on the school system of the contemplated exodus will be disastrous.

Of 356 answers, 93 teachers admitted that living expenses required all the teachers received,

and 91 went into debt for the privilege of teaching. A total of 176 declared they had spent previous savings, hoarded in past years when the rewards of teaching were not all required for subsistence.

The teachers reported that 87 per cent of their wage was spent on necessities, ten per cent on advancement, and three per cent remained for surplus.

The Circuit Court of Superior, Wis., in a recent decision, upheld the right of the board of education of Superior to raise the salaries of teachers even tho a contract had been entered into for the year. The increases amounted to \$400 and were given to 238 teachers.

Ohio city and village superintendents who attended a conference on the teaching situation in April, adopted a suggested uniform salary schedule for teachers which will serve as a guide in arranging salary increases. The committee which was headed by Supt. J. H. Francis of Columbus, recommended the following ten-month schedule:

In municipalities under 25,000, elementary teachers, \$1,000 to \$1,500; junior high, \$1,100 to \$1,800; senior high, \$1,200 to \$2,000.

In cities over 25,000, elementary, \$1,200 to \$2,150; junior high \$1,350 to \$2,400; senior high, \$1,500 to \$2,700.

In cities over 250,000, elementary \$1,200 to \$2,150; junior high, \$1,350 to \$2,400; senior high, \$1,500 to \$2,700.

School superintendents and members of boards of education of cities of the first and second class in Montana held a conference on teachers' salaries in April, at Helena. At the conference it was decided to recommend that the minimum salaries of elementary teachers be \$1,200 per year for normal graduates, and \$1,500 for teachers with three or more years' experience. The maximum salary will be \$1,800, and the advance will be at the rate of \$100 per year.

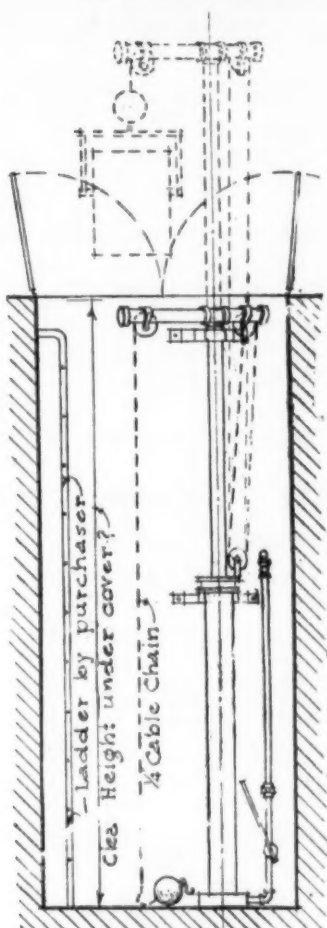
For the high school teachers, it was recommended that the minimum for college graduates with no experience be \$1,600 per year, and for teachers with three or more years' experience \$1,900 for the first year. Increases will be at the

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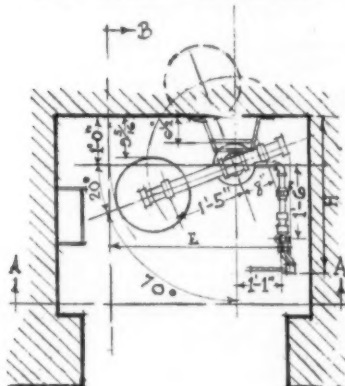
ECONOMY



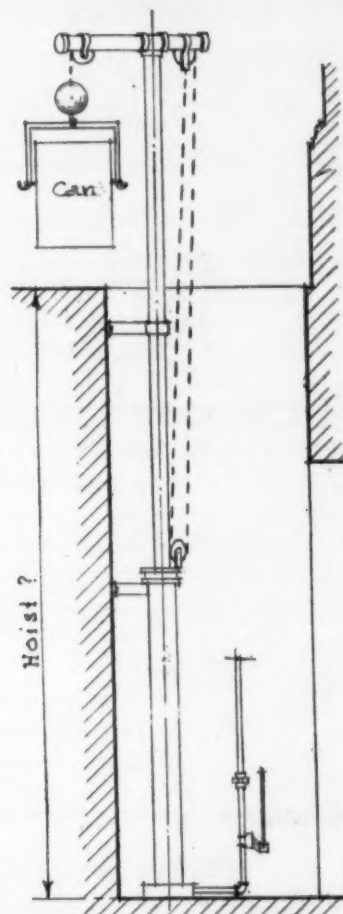
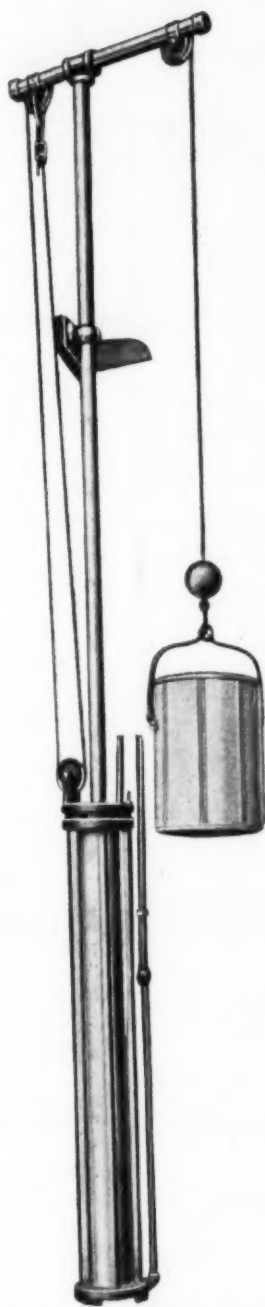
DURABILITY



SECTION ON LINE A-A



PLAN



SECTION ON LINE 3-3

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The minimum dimensions of area for proper installation are-

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5. These machines were originally designed for use in schoolhouses, and due to their success in this service are now being used wherever it is necessary to raise ashes or other materials from basement to sidewalk level.
6. The machine is designed not to disturb conditions in existing buildings nor require special provision for it in the building.
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(Continued from Page 92)

rate of \$100 per year until the maximum of \$2,200 is reached.

Norfolk, Va. The board has adopted a salary schedule for 1920-21, embracing all teachers in the system.

White elementary teachers will receive a minimum of \$1,000, and yearly increases of \$75 up to a maximum of \$1,525. Colored female teachers will receive a minimum of \$550, with yearly increases of \$50 up to the maximum of \$1,000.

White female high school teachers and special teachers and supervisors will be paid a minimum of \$1,100 a year, with yearly increases of \$100 up to a maximum of \$1,800. Heads of departments will receive \$100 in addition to the regular salary. Colored female teachers and special teachers will be paid a minimum of \$650 a year, with yearly increases of \$60 up to a maximum of \$1,100.

White elementary principals and assistants in high school will be paid a minimum of \$2,000 a year, with yearly increases of \$200 up to a maximum of \$3,000. Colored principals will be paid a minimum of \$1,000, with yearly increases of \$75 up to a maximum of \$1,600.

White high school principals will be paid a minimum of \$2,400, with yearly increases of \$150 up to a maximum of \$3,500.

STATE SCHOOL SYSTEMS STUDIED. Russell Sage Foundation Rates School Systems by Statistical Methods.

The state of Montana has the best all-round public school system in the United States according to the results of a comparative study of state school systems made public on May 20th by the Russell Sage Foundation of New York City. The report assigns second place to the schools of California, third place to those of Arizona, fourth to New Jersey, and fifth to the state of Washington.

These findings are contained in a report by the Department of Education of the Foundation. The volume is entitled "An Index Number for State School Systems" and the author is Dr. Leonard P. Ayres, Director of the Foundation's Department of Education.

Other findings of the report are that the school

systems of the United States as a whole have doubled in efficiency during the last fifty years, having an index number or rating of 26 in 1870 and one of 52 at the present time. Since these index numbers are figured on the basis of 100, the school systems of the country have now an effectiveness or efficiency of only 52 per cent.

The figures for the individual states show that during the past 30 years the West has been coming up educationally while the East has been going down. During this time the greatest increase among all the states has been made by Utah while the state which has shown the greatest falling off in relative standing is Maryland. The states of the North Atlantic group have lost an average of eight ranks apiece since 1890, while those of the Western group have gained on an average just the same amount. In the East the only state that has gained instead of losing is New Jersey. In the West the state that has the best and most consistently high record is California.

Among the surprising results of the study is the fact that the school systems of our territorial possessions, such as Hawaii, the Canal Zone, and Porto Rico, have higher rating than those of many of the 48 states; that of Hawaii is better than those of the majority of the American states. According to the tables of the report, the Hawaiian school system ranks just above that of Illinois and just below that of Nebraska. The schools of the Canal Zone are in 28th place, just below those of Kansas and above those of South Dakota. The schools of Porto Rico are in 42nd place, above those of Virginia and below those of West Virginia. Ten Southern states have records poorer than that of Porto Rico.

The Foundation's report covers a piece of work which has been under way for many months. It applies to the problems of education, statistical methods that have long been in use in the field of economics. The product of the investigation is an educational index number compiled by methods similar to those used by the Federal government in compiling its index numbers for the cost of living, the prices of wholesale commodities, the prices of retail commodities, and the like. The government's index numbers take

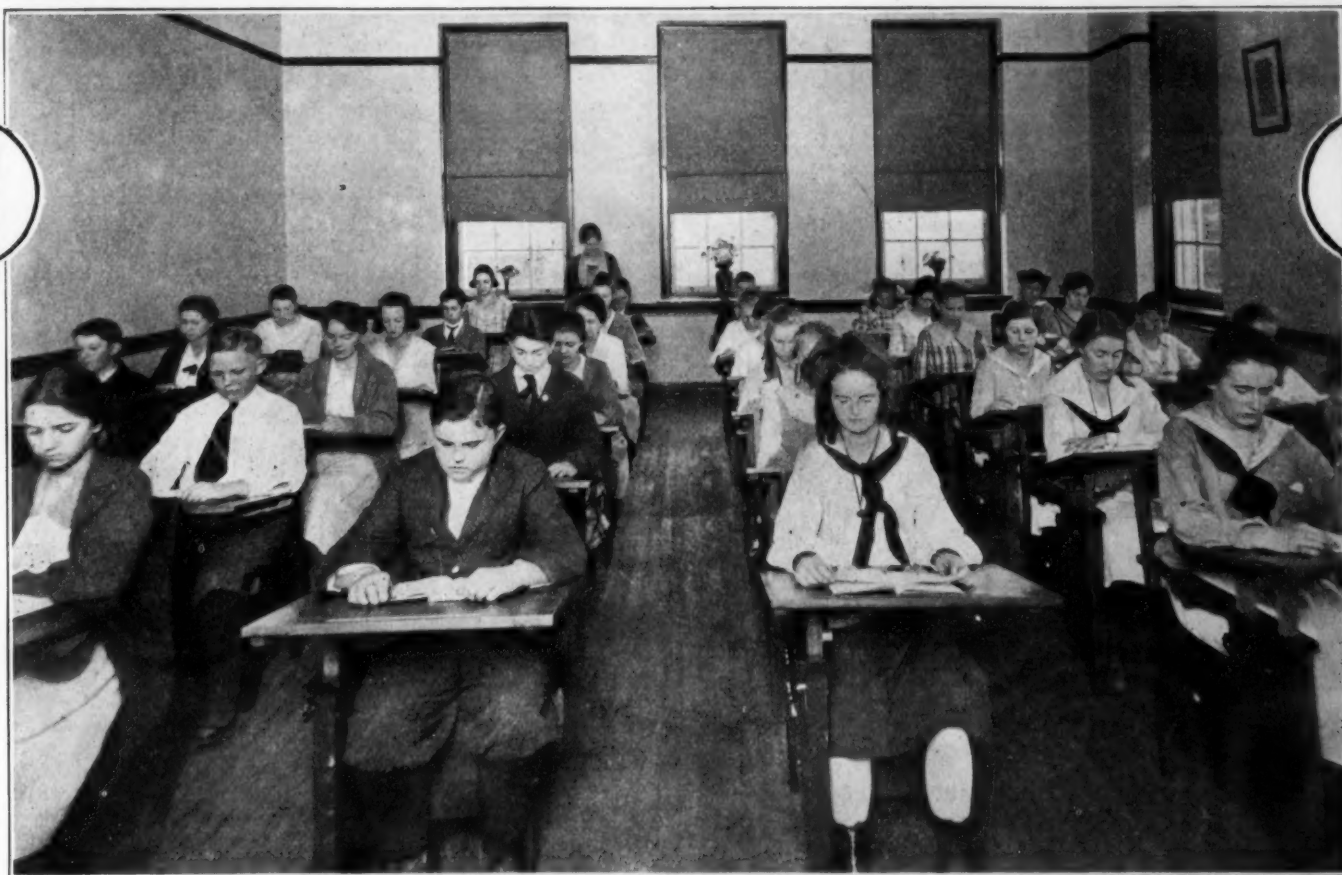
into account changes in the prices of a large number of different elements and combine the results in a single number. By similar methods the new educational measurement is worked out by taking the official data showing the number of children attending school, the amount of training they secure, the progress they make, the amounts expended for buildings and supplies, the salaries paid their teachers, and other similar items, and combining these factors into a single index number which shows the general standing or efficiency of the school system.

All the results are computed from data furnished by the states themselves to the Federal government. These records have been compiled and combined by exactly the same methods for all the different states and without admitting into the results any elements of personal judgment. The standing of the 48 states, the District of Columbia, and the three territorial possessions is shown in the following table:

Educational Index Numbers of States in 1918.

1. Montana	75.8	27. Kansas	55.2
2. California	71.2	28. Canal Zone....	55.1
3. Arizona	66.2	29. South Dakota..	55.0
4. New Jersey....	65.9	30. N. Hampshire..	54.4
5. Dist. of Col....	64.3	31. New Mexico....	53.0
6. Washington ...	63.7	32. Vermont	51.5
7. Iowa	61.9	33. Wisconsin	51.3
8. Utah	61.4	34. Missouri	49.6
9. Massachusetts..	61.0	35. Maine	47.4
10. Michigan	60.1	36. Oklahoma	44.4
11. Connecticut ...	59.8	37. Maryland	43.2
12. Ohio	59.7	38. Delaware	42.3
13. New York.....	59.4	39. Texas	41.1
14. Colorado	59.2	40. Florida	37.8
15. North Dakota..	59.1	41. W. Virginia....	37.7
16. Nevada	59.0	42. Porto Rico....	35.8
17. Indiana	58.9	43. Virginia	35.3
18. Idaho	58.6	44. Tennessee	35.1
19. Minnesota	58.4	45. Kentucky	35.0
20. Oregon	57.8	46. Louisiana	33.9
21. Pennsylvania..	57.7	47. Georgia	32.6
22. Nebraska	57.1	48. N. Carolina....	30.6
23. Hawaii	57.0	49. Alabama	30.6
24. Illinois	56.8	50. Arkansas	30.3
25. Wyoming	56.7	51. Mississippi ...	30.0
26. Rhode Island..	56.3	52. S. Carolina....	29.4

(Concluded on Page 99)



How to Prepare for an Ideal Winter Temperature in a School

You have but to recall last winter to remember that heat is the most important factor in the comfort of a school, and there is nothing more important than keeping children comfortable.

Why not provide for an ideal temperature for the children in your care? Physicians and health authorities, after a thorough study of the matter, have decided that comfort and health are best served by a uniform temperature of 68°.

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The Weather Strip Manufacturers' Association is an organization of responsible manufacturers, having a total invested capital of more than \$2,000,000, who possess the skill and have acquired the experience. Their products are available in any part of the United States.

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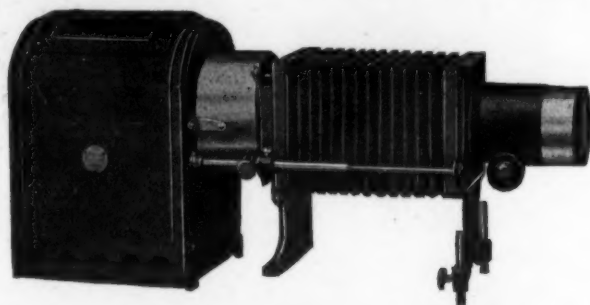
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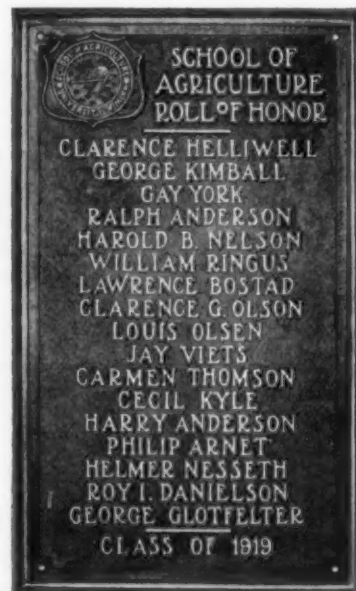
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(Concluded from Page 96)

By means of elaborate tables included in the report, it is possible to find where each state stood at different years and what the factors were which determined its record and made it high or low as the case may be.

These tables show that most of the Northern and Western states are moving rapidly from year to year in one direction or the other. The rank of each state in five different years is shown in the following table. The numbers are not the index numbers themselves, but the rank numbers showing the position that the states occupied among all the states.

Ranks of States as Shown by Index Numbers for Five Periods.

	1890.	1900.	1910.	1916.	1918.
Alabama	44	48	45	46	49
Arizona	14	32	18	4	3
Arkansas	42	45	46	43	50
California	3	4	2	1	2
Canal Zone .....	..	..	..	..	28
Colorado	7	8	13	19	14
Connecticut	6	5	12	8	11
D. C.	1	3	3	2	5
Delaware	27	33	34	35	38
Florida	29	40	42	50	40
Georgia	46	44	44	45	47
Hawaii .....	..	..	..	..	23
Idaho	37	34	20	14	18
Illinois	15	13	11	21	24
Indiana	25	16	17	16	17
Iowa	18	23	30	23	7
Kansas	21	31	24	24	27
Kentucky	35	36	40	39	45
Louisiana	43	43	39	42	46
Maine	24	27	31	30	35
Maryland	12	19	33	34	37
Massachusetts	2	1	4	7	9
Michigan	16	18	19	18	10
Minnesota	26	21	21	20	19
Mississippi	39	46	47	49	51
Missouri	33	30	32	32	34
Montana	9	10	7	3	1
Nebraska	31	17	22	25	22
Nevada	11	7	5	10	16
New Hampshire	19	26	28	31	30
New Jersey	8	9	6	5	4
New Mexico	48	37	38	33	31

New York.....	4	2	8	12	13
North Carolina.....	45	49	48	47	48
North Dakota.....	34	22	27	22	15
Ohio	13	12	14	11	12
Oklahoma .....	..	39	35	37	36
Oregon	30	28	15	17	20
Pennsylvania	10	15	16	15	21
Porto Rico.....	..	..	..	44	42
Rhode Island.....	5	6	10	13	26
South Carolina.....	47	47	49	48	52
South Dakota.....	32	25	26	29	29
Tennessee	41	41	43	41	44
Texas	36	38	37	36	39
Utah	28	11	9	9	8
Vermont	23	20	29	28	32
Virginia	38	42	41	40	43
Washington	20	14	1	6	6
West Virginia.....	40	35	36	38	41
Wisconsin	17	24	23	27	33
Wyoming	22	29	25	26	25

The figures show that California has always been at, or near the top, of the list while the two Carolinas have in every case been at or near the bottom. Every New England state is shown by the figures to be losing ground while every state in the Far West has gained in relative rank during the period. In the educational race Iowa has far outstripped Illinois, while North Dakota has gone rapidly forward, and South Dakota has barely held its relative position. A similar situation is found between the neighboring states of Nebraska and Kansas, Nebraska having gone forward and Kansas backward during the period of twenty-eight years for which figures are given in the table.

The most notable educational change that has taken place during the 50 years covered by the report, is in the attendance in high schools. There are now 100 times as many pupils enrolled in high schools as there were in 1870. The number then was 19,000 and now it is nearly 2,000,000.

The effect of the war is plainly seen in the high school figures for the past three years. The attendance has increased with great rapidity but the new pupils have been mostly girls. Apparently the prosperity of the country has been such that families have sent their girls to high school

while their brothers have gone to work and taken advantage of the high wages obtainable.

In the matter of teachers' salaries, the states show most diversified practices. The lowest average salary is \$25 per month for the state of North Carolina, while the highest is \$88 in California, both being based on a year of twelve months.

The author of the report served during the war as chief statistical officer of the army, being attached to the General Staff in Washington, to General Pershing's headquarters staff in France, and later serving as chief statistical officer of the American Commission to Negotiate Peace.

Oregon City, Ore. A graduated scale of salaries has been adopted by the board of education. Grade teachers will receive a minimum of \$95 a month and a maximum of \$115. High school teachers will receive a minimum of \$120 a month.

The school board of Des Moines, Ia., has raised the salaries of the teachers for the next year. Grade teachers will receive \$60 for each year of experience up to the maximum of \$1,620 in eight years. Junior high school teachers will receive \$60 for each year of experience up to the maximum of \$1,800, and senior high school teachers will be increased at the rate of \$100 up to a maximum of \$2,100. Manual training teachers will receive a minimum of \$1,568 and a maximum of \$1,628 after eight years' experience.

Burlington, Ia. The board has given increases of \$25 per month during a period of twelve months.

Tacoma, Wash. The teachers have been given increases of \$420, effective in September next. Under the new schedule, a minimum of \$1,200 is paid to grade teachers and \$1,500 to high school teachers.

Detroit, Mich. The board has given bonuses of \$300 to the teachers.

Nashua, N. H. Increases ranging from \$250 to \$300 have been given the kindergarten and grade teachers.

Marinette, Wis. Grade teachers will receive a minimum of \$1,000 and a maximum of \$1,500. High school teachers will be paid a minimum of \$1,200 and a maximum of \$1,800.



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NEW BOOKS

Household Arithmetic.

By Katharine F. Ball and Miriam E. West. Cloth, 271 pages. J. B. Lippincott Co., Philadelphia.

This book is more than an arithmetic made up of problems based upon household situations. It is rather a textbook of household science and practice with the economic and mathematical factors strongly emphasized thru arithmetical problems. The book is divided into six sections: budgets and accounts, shelter, operation, clothing, food, higher life. The several topics are introduced with brief, comprehensive suggestions and definitions, and illustrated by a group of problems that require a complete understanding of the practical phases of the topic. Just here the authors have shown fine discrimination in limiting themselves to the potential experiences of girls in high schools.

The chief value of the book, as we see it, is three-fold: (a) If taught intelligently it will give a facility in the solution of household problems that involve figures; (b) It will cause girls to think about their home problems in economic terms, and (c) It will motivate the secondary school instruction in a field that has been sadly neglected.

How to Speak French Like the French.

By Marie and Jeanne Yersin. 12mo, cloth. J. B. Lippincott Co., Philadelphia, Pa.

This book will appeal to all teachers who desire an up-to-date list of French idioms with English equivalents. The book is arranged in alphabetical order and proceeds from the French rather than the English standpoint so that the user gets entirely into the French habit of mind and expression.

Household Arts for Home and School.

Anna M. Cooley and Wilhelmina H. Spohr. Vol. I, 433 pages; Vol. II, 436 pages. Cloth, octavo. The Macmillan Co., New York, Chicago.

In the form of interesting narrative that takes the reader into an imaginary home making school, and into several imaginary homes, these books present a rather complete study of home making. The first volume leads the girls thru the decoration and furnishing of the home, the arrangement of furnishings and the preparation of budgets, sewing furnishings and clothing, mending, selecting clothing, and clothing and care of the infant. Incidental to the main story there is much information on the origin and manufacture of wool, silk, and other fabrics, silverware, furniture, etc., etc. The matter of good taste and the need for attention to design, color and form are constantly emphasized. The second book proceeds to the purchase and storage of food, the preparation of meals and dietaries, laundering and cleaning, the prevention of illness.

A work like the present, which seeks to present the subject of home making in a complete manner, falls as it must, in touching upon the spiritual, the moral and the religious sides. To illustrate: the plan for spending the 24 hours emphasizes recreation but mentions nowhere the need for some attention to the religious duties of the family and its individual members.

The Grammar of Present Day English.

Carl Holliday. Cloth, 160 pages. Laird & Lee, Inc., Chicago, Ill.

This book is intended for students in the seventh and eighth grades. It does not aim to deal with composition, or composition and grammar as such, but to confine itself to the essentials of the grammar of present day English.

The author holds himself strictly to the scope outlined for his book, and meets his task in a most practical and serviceable manner. The work is divided in three parts. Part I which treats the subject of speech; Part II, the kinds of sentences; Part III, the correct uses of parts of speech.

Adults as well as pupils may find much in this little volume that will refresh their memory in the practical application and uses of grammar.

Everyday Arithmetic.

Primary Book. F. S. Hoyt and Harriet E. Peet. Cloth, 278 pages, illustrated. Houghton Mifflin Co., Boston, Chicago.

This is the first volume of the revised edition of one of the most popular three-book series now in general use. It covers the work of the third and fourth grades and reflects two distinct tendencies which have become pronounced since the work was first prepared. It emphasizes (1) more strongly than ever, child experiences in the use of numbers, and it requires (2) more constant and systematic drill in fundamental facts and processes. The change of emphasis from play and game interests to work, home and social interests is as carefully graded as is the difficulty of the number combinations. Similar care is shown in the introduction of reasoning problems. There is an abundance of material for supplementary drills for slow children, and there are numerous suggestions for original problems for the abler pupils.

PUBLICATIONS.

Constitution of a Community Association. Community Circular No. 1, 1919, of the U. S. Bureau of Education, Washington, D. C. Contains the constitution, order of business and rules of procedure in the formation of community associations.

Pensions for Public School Teachers. By Clyde Furst and I. L. Kandel. Bulletin No. 12, 1918, Carnegie Foundation for the Advancement of Teaching, 576 Fifth Ave., New York, N. Y. Constitutes a report for the committee on salaries, pensions and tenure of the National Education Association. It discusses the need for pensions, the cost, the age of retirement, the pension benefits, the present status of teachers' pensions, and a suggested system of retiring allowances for teachers in public schools of the state of Vermont.

Teaching English to the Foreign Born. By Henry H. Goldberger. Bulletin No. 80, 1919, U. S. Bureau of Education, Washington. The methods set forth in the pamphlet are based on sound principles and the bulletin should be helpful to teachers of the foreign born as well as to those engaged in preparing such teachers. The material is intended as a suggestive outline upon which

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the teacher can build to suit the needs of the particular peoples whom she is to teach and the various degrees of literacy. The pamphlet discusses general principles, organization and administration, and outlines a variety of exercises, methods and devices to be used in the work.

The Problem of Mathematics in Secondary Education. Prepared under the direction of Clarence D. Kingsley, chairman of the Commission on the Reorganization of Secondary Education. Bulletin No. 1, 1920, U. S. Bureau of Education, Washington. Contains the preliminary report of the Commission appointed by the National Education Association for the reorganization of secondary education, presenting an analysis of the subject and raising certain fundamental questions which must be answered before the reconstruction desired can be undertaken intelligently and with any degree of success. The report is intended to stimulate discussion and experimentation in the planning of new courses for students of the various types here recognized.

Standard Elementary Schools in Illinois. Circular No. 144, 1920. Prepared under the direction of F. G. Blair, state superintendent, Springfield, Ill. The present pamphlet is the seventh edition of the regular school architecture pamphlet of the state department and is intended to act as a spur to more forward-looking steps in the direction of better rural schools. The pamphlet discusses sanitary schoolrooms, standard schools, consolidated schools and high schools, and offers a set of rules for the construction of schools in compliance with the state law.

Motion Pictures and Motion-Picture Equipment. F. W. Reynolds and Carl Anderson. Bulletin No. 82, 1919, U. S. Bureau of Education, Washington. The pamphlet is a handbook of general information on motion-picture equipment, installation, handling and repair and has been prepared with special reference to the needs of those who operate motion pictures. It is intended to give the educator a knowledge of mechanical elements involved in teaching, and to answer the more pertinent questions incident to the purchase, installation and use of the machines.

How Shall the Supply of Teachers for Our Schools Be Maintained. By W. M. Jardine, President, Kansas State Agricultural College. The

contents of this booklet is an address delivered before the Boards of Education Section of the Council of Administration of the Kansas State Teachers' Association at the annual session at Topeka, January 16-17, 1920. It contains a comparison between teachers' salaries and wages of industrial employees, several paragraphs on the cost of education, increased school attendance, state and local financial conditions, increasing the local tax rate and the state school fund, and on federal support.

TEXTBOOK NEWS.

A rehearing upon the decision not to grant schoolbook publishers a writ of mandamus to compel State Superintendent of Public Instruction Francis G. Blair to adopt a new schedule of textbook prices, was denied by the Supreme Court of Illinois. Superintendent Blair refused the request of Chicago publishing firms for a new schedule of prices, the superintendent contending that under the state law the schedule of prices fixed in 1917 cannot be revised for five years.

A NOTE OF OPTIMISM.

Dr. Augustus O. Thomas, state superintendent of Maine, in a public address recently said:

"Defeats may at times prove victories and favors may come of misfortune for those who see in the advancing cycle a nearer approach to human justice and the welfare of mankind. The recent depression in education may prove an upward swing to great amplitude of the pendulum of progress. In the language of the market our educational stock is decidedly bullish at the present time with a more complete liquidation than we have ever known with no tendency to profit taking. Our educational exchange is especially stable and helpful.

"Let us seek for a moment the course of depression and the conditions which make recovery possible. The great weakness in education is the fact that its idealism has been somewhat overworked. We have attributed to it too much of the missionary spirit. For a century we have held out as our reward the lure of Heaven seemingly forgetting that earth is a part of paradise and there are temporal as well as spiritual wants. Our architecture has been better than

our building and the superstructure more artistic than our foundation.

"The small dividends paid by an educational investment prevented the teacher from making of herself a skilled artisan but left her in the class with unskilled labor but doing the world's most skilled and educational work.

"The great war taught the United States two things; first education increased individual and national efficiency; that any nation which will close its schools had as well pull down its flag or continue monarchical and autocratic; second, it has taught us how to raise and spend money, lavishly, it is true."

QUIT UNIONS OR JOBS IS EDICT TO TEACHERS.

Every school teacher in San Francisco must give up his union or give up his job. Such was the ultimatum served recently on members of the teachers' unions by the Board of Education, after a heated debate of several hours, in which labor leaders and members of the board engaged.

While the board has been cognizant of the existence of a teachers' union under the name of the San Francisco Federation of Teachers ever since its organization last June, no attempt to clash with it was contemplated by the school board until the receipt of a letter from Paul K. Mohr, a teacher at the Polytechnic High School, who signed the communication as "president" of the organization.

Mohr "congratulated" the board on obtaining "a marked increase" in salaries for grade teachers, and concluded with a hope that similar generosity would be visited upon high school teachers.

As a result of Mohr's letter, the board passed the following resolution:

Resolved, That teachers of the San Francisco school department, individually and collectively, be and they are hereby prohibited from forming, joining, or maintaining any organization affiliated with any body, association or organization having power to call a strike or walkout.

The board has announced its determination to make every teacher quit the union or quit the job.

(Concluded on Page 105)

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(Concluded from Page 103)

"Speaking for the Board of Education," Mr. Alfred Roncovieri said, "we propose to fight unionization in the classroom if we must carry the fight to the United States Supreme Court."

Because the trustees of the Whittier school district of California permitted the high school gymnasium to be used for a dance given in honor of the returning soldiers an effort was made at the election held March 26 to change the personnel of the organization as a rebuke from the citizens.

The action of the board was upheld by the reelection of C. L. Edmonston over Fred Collins, who represented the faction opposed to all dances in school buildings. It was held that the trustees do not favor dancing by school students, but under proper circumstances would permit community gatherings.

Edwin Wolf, a member of the Philadelphia school board, has resigned because of "unbearable conditions, autocratic methods and one-man control." The one man referred to is Simon Gratz now president of the board and a member for the last fifty years.

Superintendent J. W. Voboril of Manitowoc County, Wis., cautions school boards as follows: "Do not pride yourself when you succeed in hiring a teacher at a low salary. When she finds out what others are receiving she will become dissatisfied. Dissatisfaction in a teacher results in improper teaching or final resignation to accept some other better paying position. If any school board has failed to put up a mail box for its school, or failed to provide a box at the post office to receive the school mail, please do so at once. This is required by law."

Extensive preparations are being made by the San Francisco board of education for the inauguration next August of the part-time school act. The enforcement of the act will necessitate the employment in San Francisco of more than 100 additional teachers, and in his budget, now in preparation for the fiscal year 1920-21, Alfred Roncoveri, has asked for the appropriation of \$200,000 to carry on the work.

It is proposed to follow the example of Chicago and to obtain one or two floors in some downtown office building for classes. In addition the

various schools thruout the city will be available for classes after the regular hours of study. It is planned to obtain machinery and equipment used by the Government, for use along vocational lines of training.

He has already sent letters to the principal firms and business houses, as well as the heads of the various labor unions asking that they cooperate in the inauguration of the new law.

Different days of the week have been designated for the classes in the various schools to handle successfully the many pupils that will come under the law's requirements. Classes will be held also on Saturday.

TEACHERS' SALARY NOTES.

West Haven, Conn. The teachers have been given flat increases of \$500. The minimum grade salary has been fixed at \$950 and the maximum at from \$1,450 to \$1,550.

Cincinnati, O. A complete readjustment of teachers' salaries, with schedules of increases ranging from \$300 to \$560 has been recommended by the finance committee of the board. The schedule which is based on length of service, provides for a minimum salary of from \$1,100 to \$1,200 for elementary teachers and a maximum of \$2,000. In the high school, the minimum will be \$1,400 and the maximum \$2,800.

Bennington, Vt. Grade teachers will receive a minimum of \$1,000 and a maximum of \$1,500. The minimum in the high school is \$1,250.

Pittsburgh, Pa. The board has adopted a schedule providing for average increases of \$43 a month, retroactive to January first. The minimum salary is now \$1,200.

Milford, Conn. Increases of \$300 have been given the teachers.

Westfield, Conn. Increases of \$300 have been given the teachers.

Hutchinson, Kans. The teachers will receive increases of 53.5 per cent with the opening of the fall term of school.

Greenwich, Conn. The maximum salary of the teachers has been raised to \$2,000, and the minimum to \$1,000.

Bisbee, Ariz. A salary schedule has been adopted providing for a minimum of \$1,500 and a maximum of \$3,000.

Fort Wayne, Ind. Flat increases of \$200 have been given the teachers. The minimum is \$1,100 and the maximum \$1,800.

Lansing, Mich. Teachers now employed, with a few exceptions, will be given increases of \$500. The minimum for grade teachers has been fixed at \$1,000 and that for high school teachers at \$1,300.

Richmond, Ind. Flat increases of \$500 have been given the teachers.

Pittsburgh, Okla. The board has given increases of \$43.20 per month to teachers.

Dallas, Tex. The teachers have been given flat increases of \$400 each in addition to the automatic increase in salaries.

Elgin, Ia. Bonuses of \$200 have been given the teachers in lieu of an increase for the current year.

Richmond, Ind. The board has adopted a salary schedule under which all teachers are paid on the basis of preparation, experience and success in classroom work, without regard to the teaching position.

The schedule provides a minimum of \$1,000 and a maximum of \$1,550 for elementary teachers; junior high school teachers will receive a minimum of \$1,200 and a maximum of \$1,700; senior high school teachers will be paid a minimum of \$1,300 and a maximum of \$2,100.

Elementary principals will receive a minimum of \$1,700 and a maximum of \$2,000.

Supervisors will be paid from \$1,800 to \$2,100.

The school year has been fixed at ten months.

Somerville, Mass. The finance committee of the board has recommended salary increases aggregating \$5,000. The items include an increase of \$800 for the superintendent, \$300 for the junior high school masters, and \$200 for the supervising principals. The assistant superintendent was given an increased salary of \$3,750.

Teachers and superintendents in the public schools of Iowa have received increases ranging from 25 to 50 per cent, according to figures compiled from data gathered in the state.

Chapman, Kans. Salary increases of \$55 a month, making the monthly salary \$200, have been granted the teachers of the county high school.



The two essential requirements of any school room are plenty of soft, diffused light, and fresh air. Glare from sun exposed windows is the most harmful factor in natural lighting. It is directly responsible for eye strain, defective vision, premature fatigue and poor scholarship on the part of pupils.

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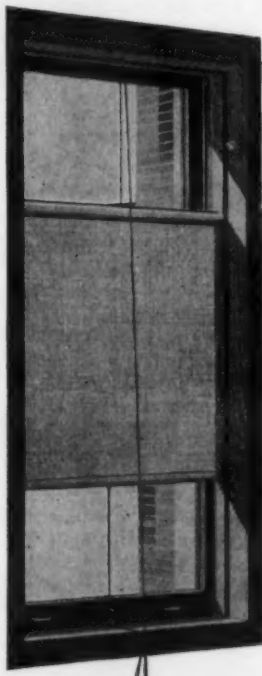
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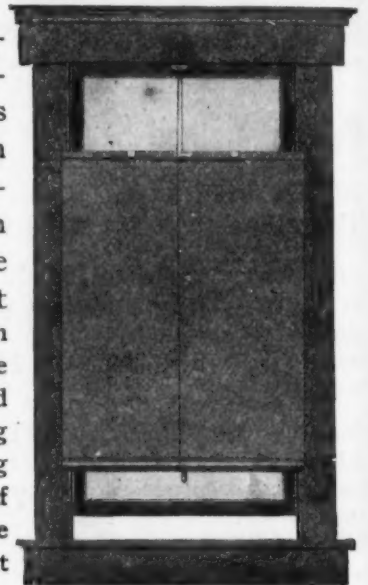
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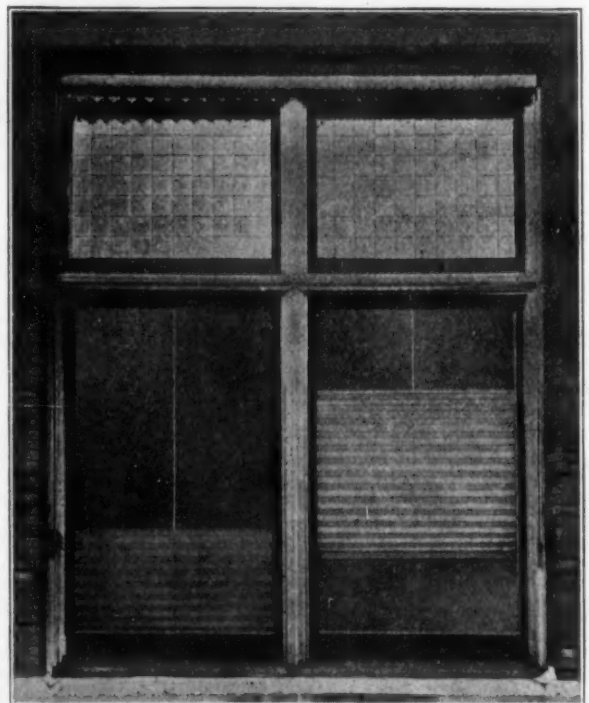
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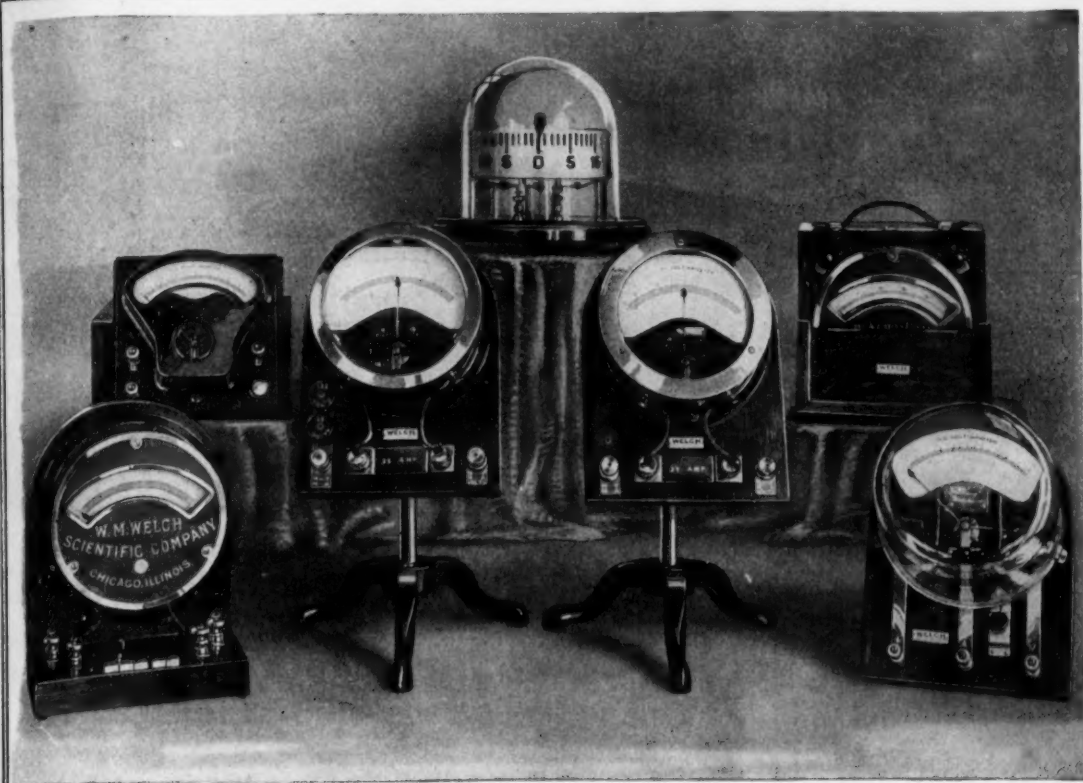
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CLOSING SCHOOLS AS A MEANS OF CONTROLLING EPIDEMICS.

Closing schools as a means of controlling epidemics of measles, whooping cough, scarlet fever, diphtheria, smallpox and poliomyelitis should be considered as a last resort to be used only when thoro and systematic application of other measures fails to effect control. As a method it is clumsy, unscientific and unsatisfactory, for it fails to control and results in the loss of school time and money. The modern method of careful daily inspection of infected school, isolation of sick children and quarantine of contacts, is both more effective and economical.

Such is the summary of report made by a committee of the Bureau of Education cooperating with a similar committee of the American Public Health Association. This committee consisted of Dr. W. S. Small, Bureau of Education, chairman; Dr. W. C. Woodward, health officer, Boston; Dr. F. G. Curtis, health officer, Newton, Mass.; Dr. Bernard Kahn, acting director of medical inspection of public schools, Philadelphia; Dr. Talferro Clark, United States Public Health Service.

The inquiry of the committee developed that State laws show very few specific statutory references to the matter, rather general authority being vested in an administrative body. The review of literature showed that there has been a progressive abandonment of faith in, and practice of, closing schools as a means of controlling epidemics affecting school children. Such exceptions as were found in the literature related to the following special conditions: Inadequate medical supervision of schools; severity of epidemic that defies all efforts at control; and epidemics in which the etiology of the disease is unknown, such as infantile paralysis, epidemic meningitis, and possibly a few others.

The successful control of epidemic diseases among school children requires:

1. Keeping the schools open, with the possible exception of sparsely settled rural districts when medical inspection cannot be obtained and where aggregation takes place only in the schools.
2. Careful daily or frequent periodical inspection of schools.
3. Careful provision for exclusion of cases and

contacts, emphasis being placed on clinical data rather than upon fixed periods of exclusion.

4. Systematic home visitation; and
5. Reliance upon natural and physical cleansing rather than upon chemical disinfectants.—*Bulletin of the State Board of Health of Wisconsin.*

SOME STRIKING SCHOOL FACTS.

A study of the accredited secondary schools of the North Central States has been issued by the U. S. Bureau of Education which contains some striking facts presented by means of charts and diagrams and terse description.

The report shows that the number of accredited schools has grown from 200 in 1904 to 1,100 in 1917. The total enrollment for 1916 showed, boys 176,716, girls 213,149—total 389,865. The relative attendance of girls and boys is shown in chart form (Charts VI and VII).

Another interesting chart (VIII), shows the first to fourth year attendance in the large, medium and small schools, demonstrating that the larger schools have comparatively a lower fourth year attendance than the smaller schools. Another chart (XI) shows that the larger schools have a relatively small nonresident attendance. Chart XIII shows that the medium and small schools have a larger percentage of inexperienced teachers.

The report also contains a number of interesting tables on the expenditures made by the schools for school plants, and the various branches of study. We lift out of these table XXXII, the average value per school of the equipment of the complete school plant, building and grounds.

Jackson, Mich. The high school has the distinction of having the first high school song leaders' class in the state. The class was organized with the specific purpose of doing community service. An open forum is conducted in the city every Sunday afternoon, with community singing as a regular feature under the leadership of local volunteers. It is the purpose of the high school to assist in these gatherings by taking the training for song leadership and by serving as volunteers upon call.

The work is organized under the Michigan Community Council Commission created by an

act of the last legislature providing for the extension of community cooperation brought about by war activities. A definite program has been worked out for the entire state and Jackson is taking a leading place in its development.

NEWS OF SCHOOL OFFICIALS.

Dr. Charles W. Smith has been reelected president of the board of education at Townsend, Mont.

Mrs. K. A. Young is the first woman to be elected to the school board at Port Arthur, Tex.

Mr. C. H. Miller has been appointed as school manager for the board of education of Bucyrus, Ohio.

The architectural firm of Charles H. Robinson & Company of Richmond, Va., has been appointed by the school board of Hampton, to conduct a survey of the school plant. The survey is to be the preliminary step to the formation of a building program and to the provision of adequate physical equipment for the children of the community.

The New York City Association of High School Principals has asked that Mrs. Ruth Russell be reappointed to the board of education from the Brooklyn Borough. Mrs. Russell, before her appointment to the first small board, served an apprenticeship as a member of the local board in the Borough of Brooklyn.

Miss Johanna Lorey is the first woman to be elected to the school board of Belleville, Ill.

Leslie E. Hart, business manager of the school board at Richmond, Ind., has resigned to engage in private business.

Mrs. Jack Kelly has been elected a member of the school board at Commerce, Tex. She is the first woman to be elected to the board.

Dr. P. G. Miller, who has been commissioner of education for the territory of Porto Rico during the past four years, has been reappointed for a full second term. Dr. Miller has made a notable success of the administration of the insular schools and his appointment by President Wilson follows a petition unanimously presented by the entire administrative and supervisory force of the department of education and of the teachers of Porto Rico.

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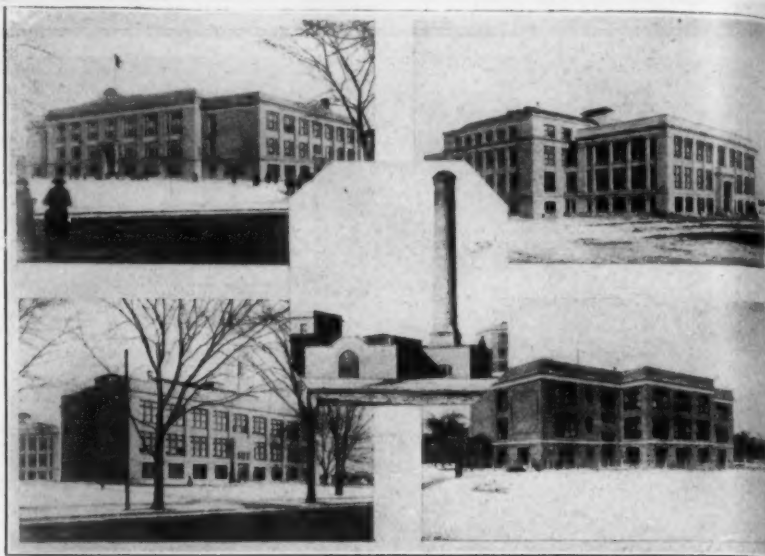
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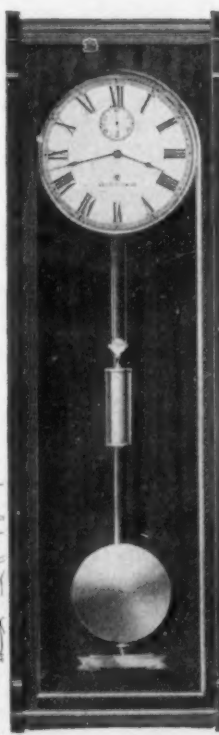
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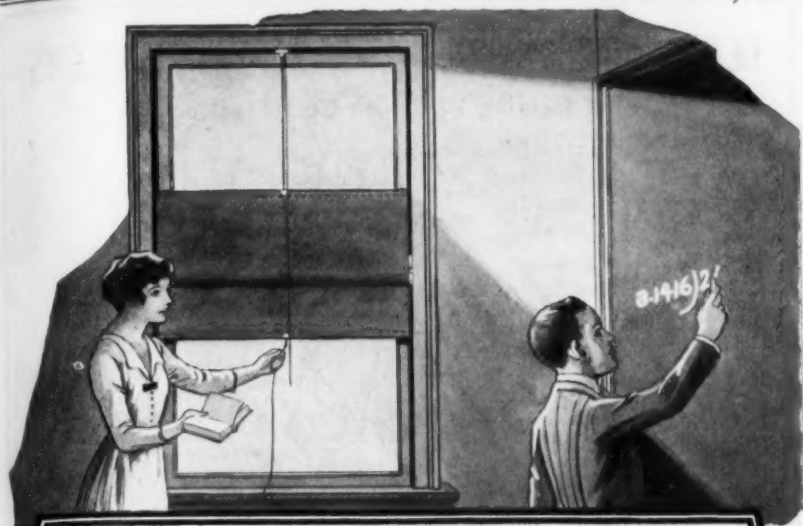
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WHY IS A SCHOOL BOARD?

(Concluded from Page 34)

the poorest piece of kit in all of our educational outfit is the individual American's support of his school."

And, it's your fault and mine. Do let's stop apologizing for the money we spend on education, for high taxes and the innovations—sell the new ideas and make the people proud to spend money on the public schools. Said Angelo Patri at the Cleveland convention, "We school folk know what the New School is. We believe in it. We have sold it to ourselves. We have not sold it to the people. The public seems to look upon school as necessary impedimenta to be gotten over or under as soon as possible that they may go about more important matters. This is our fault. We have not sold them our school. We have not succeeded to the point of getting them to build it, run it, man it efficiently. We have the idea and they have the money. Unt'l the two meet there will be no New School in America." It will cost money, but recently I heard a group of Detroit business men declare \$15,000 necessary to put across a *thrift* campaign properly, so let's not begrudge some money for public school publicity. Go home and sell the public school idea to your people and then no one will go around inquiring "Why is a School Board?"

SPEAKING OF SALARIES

(Concluded from Page 45)

shortly thereafter I was forced to buy a place in order to have a roof over my head. Our average monthly grocery bills have gone up more than 15 per cent in the year or from \$34.33 to \$39.71. Even lignite coal costs 10 per cent more, and real fuel has taken a greater advance.

In speaking of salaries it seems to be the

easiest thing to think only of the numerical sounds. The salary is considered as an abstract mathematical entity, as a certain number of dollars, rather than as a medium of exchange for a certain amount of economic goods. I have in mind a superintendent who was offered a \$200 "increase" in salary last spring. He considered it a substantial advance, and one indicative of his board's satisfaction with his success in his profession. Now it so happens that he keeps books. When he came to balance his books at the close of 1919, he was amazed to discover that he was worth less than at the beginning of that year. In spite of the larger monthly warrants during the latter part of the year, the increasing cost of living had eaten up his salary "increase," and gnawed right on into his meager savings. This was in spite of the fact that he had earned extra money during the summer. He showed me his books, but I was unable to point out to him any particular in which he might retrench.

After investigating the stern facts in the case, it is my firm conviction that most of the proposed salary advances for teachers that are advocated by the newspapers and educational journals are insufficient. The situation is more desperate than the average teacher even realizes, and most superintendents and boards of education are only half awake to the truth.

It takes twice as many 50-cent dollars to make the same amount of actual purchasing power, as compared with pre-war times. In other words, an increase of one hundred per cent in the apparent salary over that paid on the former basis, would give the teacher about the same real salary that she found insufficient then. A teacher who received \$100 a month then should be paid 200 fifty-cent dollars now

to be simply as well paid. This is no increase. It is only maintaining her salary at the same level, providing a dollar is still worth half what it used to be. My own accounts indicate that it has fallen even lower than that.

As a superintendent I realize all too well the legal and other obstacles that stand in the way of obtaining justice for the teacher. The machinery of public income moves slowly. The board of education is between the devil of the teachers' demands and the deep sea of tax laws. It avails little to hide our heads ostrich-like in the sand, or to face the problem with only one eye, for fear it will prove too terrifying viewed in its entirety. Some way out will be discovered, doubt not. It may be that if enough of us continue to speak of salaries the effect may be like unto the strong east wind that rolled back the waters, and we will go thru dry-shod.

Organizations of teachers, when they have been formed on an unselfish basis, have proved irresistible in certain communities, according to Supt. Fred M. Hunter of Oakland, Calif. Teachers' organizations are primarily interested in the welfare of school children and have been largely instrumental not only in bringing about salary increases, but also in aiding Liberty bond drives.

At a recent hearing by the special committee of the New York board of education inquiring into the shortage of teachers, Mr. William G. Willcox, former president of the board, declared that businessmen admitted the shortage in teaching staffs and the need for a flat increase of about thirty per cent in order to maintain the efficiency and morale of the teaching profession.

A petition signed by 6,500 citizens and 500 teachers was presented to the Youngstown, O., board of education, asking the reinstatement of Dr. N. H. Chaney, recently ousted as superintendent of schools.

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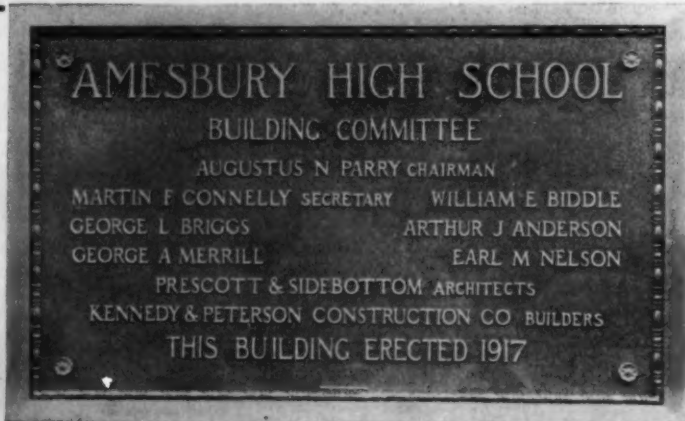
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Sandusky, Ohio New York

BY INVITATION
MEMBER OF

THE WAY BACK HOME.

(Concluded from Page 32)

"I have read in the papers of your election at —. I am, of course, surprised to learn of your new plans. To be frank, I always had an uncanny feeling about your leaving off teaching but did not want to say much about it. You left a work in which you had been conspicuously successful for an untried field of a widely different character and I do not wonder that now and then you felt a little queer as you recalled the days that were—I am glad of your frank admission. Tired as I get with a multitude of school cares and duties, I should certainly be lonesome and homesick without them. There is no great financial inducement in teaching, altho I think teachers will be better paid eventually, but there is always the consciousness of rendering a service than which there is none greater. So I congratulate you, my dear boy, with all my heart."

Just read this over again, you schoolmen who are in doubt about the value of the work you are doing, and set it up against what you sometimes consider the worst job in the world.

Service—that's it! And if you're the right sort of a schoolman you'll be proud to serve under that banner.

Service!

This was uppermost in my mind when the first day of school came and I walked up the steps leading to the fine building. And I'll say to you frankly, that as I faced the school for the first time that morning and saw the rows and rows of upturned faces, curious to catch the first glimpse of their new principal, that a wave of happiness at my homecoming swept over me that is with me yet, and will be as long

as I go on in the service of our boys and girls.

It's so much more worth while, so infinitely more worth while, this opportunity of being close to these young people. And they are so worth while. You, who for years have always been in what you are pleased to call the "daily grind," can't appreciate this opportunity as I could that day. It seemed as tho a great burden of homesickness and lonesomeness had been rolled from my shoulders; and in this place, where I am to stay these next years, the boys and girls, the teachers and I, are building a home, where the home spirit will wipe out those long years of wandering that are now behind me.

Yes, I'd rather look out of my office windows at the grass of our wide lawn and the trees beyond. I'd rather talk to boys and girls in the classroom, than daily interview a couple of hundred job hunters. I'd rather grow excited over the football team, than over an increase of fifty deliveries in the time schedule. And, I assure you, I'm not sorry to have exchanged the intricacies of the correspondence department, for the knotty puzzles of the new program, or the arrangement of classrooms.

It may not pay so much in money; but it pays a heap sight more in contentment, and you can live but once.

We had a big, public Americanization meeting the other night, and at the close the school glee clubs came from behind the curtains and sang one of the marching songs of the war.

When they had finished, and people were passing out of the room one member of the board came up to me and said:

"The most inspiring part of the evening was

the singing of the children; they seem so happy and so whole-hearted."

Said I: "Well, maybe you'll believe me now when I say I'd rather look at them than at factory smokestacks."

Said he: "I can understand now how you feel."

And later on in the fall, when the term had well started, I went to a superintendents' conference. Purposely, I was first in the room. I waited anxiously. What would they say when they saw me.

There was a step at the door, and in walked old Ed Butler, a little grayer around the temples, and with him Will Battin, and all the rest of my old friends.

I stiffened as I faced them for the final ordeal. There was the smile I had imagined.

And then:

"Welcome home, old man!" called out the irrepressible Jackson, of the twinkling eyes and big heart. "Welcome home," joined the others.

So, after all, I was welcome—and at last I was back home!

I get my Sunday papers as regularly as usual. I see that the American is advertising for "fifty strong, husky men." I hope old S. R. will have no trouble in finding them.

He is a business man, you see, and not being a business man, I'm not especially concerned with labor conditions, and, of course, I have no knowledge of them. I don't want to.

The teachers of Enid, Okla., have formed an organization looking to more complete representation at school board meetings. The organization seeks to bring about better understanding between the teachers and the board, and to make possible a better understanding between the teachers and the citizens.

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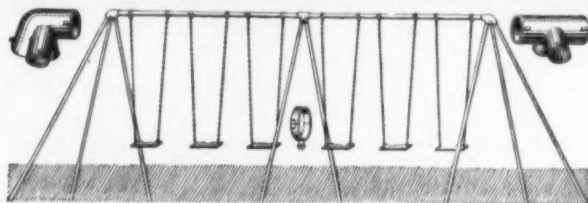
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OUR PLANS
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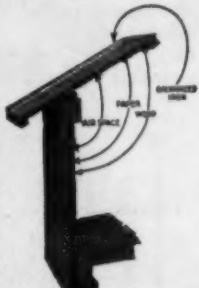
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Heating and Ventilation are two important factors in the school room. If the air in the schoolroom is foul and ventilation poor, disease is almost inevitable.

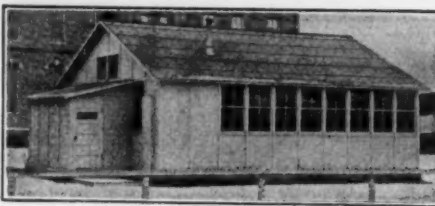
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to be dry, warm and sanitary, thoroughly insulated, well ventilated and with double walls. Sold in any size, open air and two rooms when desired.


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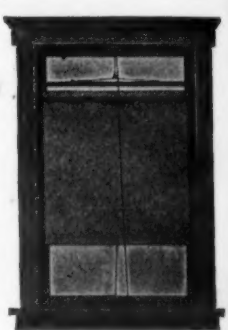
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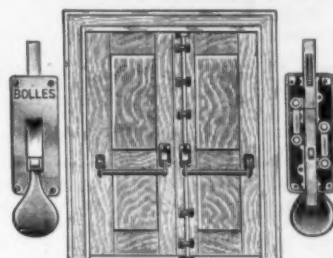
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SENT IN BEFORE JULY 10, 1920
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1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
H-1	He-2	Li-3	Be-4	B-5	C-6	N-7	O-8	F-9	Ne-10	Na-11	Mg-12	Al-13	Si-14	P-15	S-16	Cl-17	Ar-18
K-19	Ca-20	Sc-21	Ti-22	V-23	Cr-24	Mn-25	Fe-26	Co-27	Ni-28	Cu-29	Zn-30	Ga-31	Ge-32	As-33	Se-34	Br-35	Kr-36
Rb-37	Sr-38	Y-39	Zr-40	Nb-41	Mo-42	Tc-43	Ru-44	Rh-45	Pd-46	Ag-47	Cd-48	In-49	Sn-50	Sb-51	Te-52	I-53	Xe-54
Cs-55	Ba-56	La-57	Ce-58	Pr-59	Nd-60	Pm-61	Sm-62	Eu-63	Gd-64	Tb-65	Dy-66	Ho-67	Er-68	Tm-69	Yb-70	Lu-71	Hf-72
Fr-87	Ra-88	Ac-89	Th-90	Pa-91	U-92	Np-93	Pu-94	Am-95	Cm-96	Bk-97	Cf-98	Es-99	Fm-100	Md-101	No-102	Lr-103	104

A TABLE OF THE CHEMICAL ELEMENTS WITH THEIR ATOMIC WEIGHTS

AND APPENDIX TO THE AMERICAN CHEMICAL SOCIETY																	
NAME	SYMBOL	ATOMIC WEIGHT	NAME	SYMBOL	ATOMIC WEIGHT	NAME	SYMBOL	ATOMIC WEIGHT	NAME	SYMBOL	ATOMIC WEIGHT	NAME	SYMBOL	ATOMIC WEIGHT	NAME	SYMBOL	ATOMIC WEIGHT
Hydrogen	H	1.008	Strontium	Sr	87.62	Barium	Ba	137.34	Thallium	Tl	204.38	Lead	Pb	207.2	Bismuth	Bi	208.98
Helium	He	4.003	Yttrium	Y	88.91	Lanthanum	La	138.91	Polonium	Po	209	Thorium	Th	232.04	Uranium	U	238.03
Lithium	Li	7.000	Zirconium	Zr	91.22	Cerium	Ce	140.12	Astatine	At	210	Protactinium	Pa	231.04	Neptunium	Np	237.05
Beryllium	Be	9.012	Niobium	Nb	92.91	Praseodymium	Pr	140.91	Radon	Rn	222	Uranium	U	238.03	Plutonium	Pu	239.03
Boron	B	10.81	Molybdenum	Mo	95.94	Neodymium	Nd	144.24	Francium	Fr	223	Neptunium	Np	237.05	Americium	Am	243.06
Carbon	C	12.01	Technetium	Tc	98.91	Europium	Eu	151.96	Radium	Ra	226	Plutonium	Pu	239.03	Curium	Cm	247.07
Nitrogen	N	14.01	Ruthenium	Ru	101.07	Gadolinium	Gd	157.25	Actinium	Ac	227	Americium	Am	243.06	Berkelium	Bk	247.07
Oxygen	O	16.00	Rhodium	Rh	102.91	Terbium	Tb	158.93	Thorium	Th	232.04	Curium	Cm	247.07	Einsteinium	Es	252.08
Fluorine	F	18.99	Palladium	Pd	106.42	Dysprosium	Dy	162.50	Protactinium	Pa	231.04	Berkelium	Bk	247.07	Fermium	Fm	253.08
Neon	Ne	20.18	Silver	Ag	107.87	Ytterbium	Yb	173.05	Uranium	U	238.03	Einsteinium	Es	252.08	Mendelevium	Md	258.10
Sodium	Na	22.99	Cadmium	Cd	112.40	Lutetium	Lu	174.97	Neptunium	Np	237.05	Fermium	Fm	253.08	Nobelium	No	259.10
Magnesium	Mg	24.31	Indium	In	114.82	Ununbium	Uub	285	Plutonium	Pu	239.03	Mendelevium	Md	258.10	Livermorium	Lv	260
Aluminum	Al	26.98	Tin	Sn	118.71	Untrium	Uut	288	Americium	Am	243.06	Nobelium	No	259.10	Tennessine	Ts	289
Silicon	Si	28.09	Antimony	Sb	121.75	Unquadium	Uuq	291	Curium	Cm	247.07	Livermorium	Lv	260	Oganesson	Og	294
Phosphorus	P	30.97	Tellurium	Te	127.60	Unpentium	Uup	293	Berkelium	Bk	247.07	Tennessine	Ts	289			
Sulfur	S	32.07	Iodine	I	126.90	Unsextium	Uus	296	Californium	Cf	251.08	Oganesson	Og	294			
Chlorine	Cl	35.45	Xenon	Xe	131.29	Unseptium	Uus	297	Einsteinium	Es	252.08						
Argon	Ar	39.95	Cesium	Cs	132.91	Unoktium	Uuo	299	Fermium	Fm	253.08						
Potassium	K	39.10	Barium	Ba	137.34	Unnilium	Uun	301	Mendelevium	Md	258.10						
Calcium	Ca	40.08	Lithium	Li	7.00	Ununium	Uuu	303	Nobelium	No	259.10						
Scandium	Sc	44.96	Beryllium	Be	9.01	Unbiium	Uub	305	Livermorium	Lv	260						
Titanium	Ti	47.88	Boron	B	10.81	Untrium	Uut	307	Tennessine	Ts	289						
Vanadium	V	50.94	Carbon	C	12.01	Unquadium	Uuq	309	Oganesson	Og	294						
Chromium	Cr	52.00	Nitrogen	N	14.01	Unpentium	Uup	311									
Manganese	Mn	54.94	Oxygen	O	16.00	Unsextium	Uus	313									
Iron	Fe	55.85	Fluorine	F	18.99	Unseptium	Uus	315									
Cobalt	Co	58.93	Neon	Ne	20.18	Unoktium	Uuo	317									
Nickel	Ni	58.69	Sodium	Na	22.99	Unnilium	Uun	319									
Copper	Cu	63.55	Magnesium	Mg	24.31	Unbiium	Uub	321									
Zinc	Zn	65.38	Aluminum	Al	26.98	Untrium	Uut	323									
Gallium	Ga	69.72	Silicon	Si	28.09	Unquadium	Uuq	325									
Germanium	Ge	72.64	Phosphorus	P	30.97	Unpentium	Uup	327									
Arsenic	As	74.92	Sulfur	S	32.07	Unsextium	Uus	329									
Selenium	Se	78.96	Chlorine	Cl	35.45	Unseptium	Uus	331									
Bromine	Br	79.90	Argon	Ar	39.95	Unoktium	Uuo	333									
Krypton	Kr	83.80	Potassium	K	39.10	Unnilium	Uun	335									
Rubidium	Rb	85.47	Calcium	Ca	40.08	Unbiium	Uub	337									
Strontium	Sr	87.62	Scandium	Sc	44.96	Untrium	Uut	339									
Yttrium	Y	88.91	Titanium	Ti	47.88	Unquadium	Uuq	341									
Zirconium	Zr	91.22	Vanadium	V	50.94	Unpentium	Uup	343									
Niobium	Nb	92.91	Chromium	Cr	52.00	Unsextium	Uus	345									
Molybdenum	Mo	95.94	Manganese	Mn	54.94	Unseptium	Uus	347									
Technetium	Tc	98.91	Iron	Fe	55.85	Unoktium	Uuo	349									
Ruthenium	Ru	101.07	Cobalt	Co	58.93	Unnilium	Uun	351									
Rhodium	Rh	102.91	Nickel	Ni	58.69	Unbiium	Uub	353									
Palladium	Pd	106.42	Copper	Cu	63.55	Untrium	Uut	355									
Silver	Ag	107.87	Zinc	Zn	65.38	Unquadium	Uuq	357									
Cadmium	Cd	112.40	Gallium	Ga	69.72	Unpentium	Uup	359									
Indium	In	114.82	Germanium	Ge	72.64	Unsextium	Uus	361									
Tin	Sn	118.71	Arsenic	As	74.92	Unseptium	Uus	363									
Antimony	Sb	121.75	Selenium	Se	78.96	Unoktium	Uuo	365									
Tellurium	Te	127.60	Bromine	Br	79.90	Unnilium	Uun	367									
Iodine	I	126.90	Krypton	Kr	83.80	Unbiium	Uub	369									
Xenon	Xe	131.29	Rubidium	Rb	85.47	Untrium	Uut	371									
Cesium	Cs	132.91	Strontium	Sr	87.62	Unquadium	Uuq	373									
Barium	Ba	137.34	Yttrium	Y	88.91	Unpentium	Uup	375									
Lanthanum	La	138.91	Zirconium	Zr	91.22	Unsextium	Uus	377									
Cerium	Ce	140.12	Niobium	Nb	92.91	Unseptium	Uus	379									
Praseodymium	Pr	140.91	Molybdenum	Mo	95.94	Unoktium	Uuo	381									
Neodymium	Nd	144.24	Technetium	Tc	98.91	Unnilium	Uun	383									
Europium	Eu	151.96	Ruthenium	Ru	101.07	Unbiium	Uub	385									
Gadolinium	Gd	157.25	Rhodium	Rh	102.91	Untrium	Uut	387									
Terbium	Tb	158.93	Palladium	Pd	106.42	Unquadium	Uuq	389									
Dysprosium	Dy	162.50	Silver	Ag	107.87	Unpentium	Uup	391									
Ytterbium	Yb	173.05	Cadmium	Cd	112.40	Unsextium	Uus	393									
Lutetium	Lu	174.97	Indium	In	114.82	Unseptium	Uus	395									
Ununbium	Uub	285	Tin	Sn	118.71	Unoktium	Uuo	397									
Untrium	Uut	288	Antimony	Sb	121.75	Unnilium	Uun	399									
Unquadium	Uuq	291	Tellurium	Te	127.60	Unbiium	Uub	401									
Unpentium	Uup	293	Iodine	I	126.90	Untrium	Uut	403									
Unsextium	Uus	296	Xenon	Xe	131.29	Unquadium	Uuq	405									
Unseptium	Uus	297	Cesium	Cs	132.91	Unpentium	Uup	407									
Unoktium	Uuo	299	Barium	Ba	137.34	Unsextium	Uus	409									
Unnilium	Uun	301	Lanthanum	La	138.91	Unseptium	Uus	411									
Unbiium	Uub	303	Cerium	Ce	140.12	Unoktium	Uuo	413									
Untrium	Uut	305	Praseodymium	Pr	140.91	Unnilium	Uun	415									
Unquadium	Uuq	307	Neodymium	Nd	144.24	Unbiium	Uub	417									
Unpentium	Uup	309	Europium	Eu	151.96	Untrium	Uut	419									
Unsextium	Uus	311	Gadolinium	Gd	157.25	Unquadium	Uuq	421									
Unseptium	Uus	313	Terbium	Tb	158.93	Unpentium	Uup	423									
Unoktium	Uuo	315	Dysprosium	Dy	162.50	Unsextium	Uus	425									
Unnilium	Uun	317	Ytterbium	Yb	173.05	Unseptium	Uus	427									
Unbiium	Uub	319	Lutetium	Lu	174.97	Unoktium	Uuo	429									
Untrium	Uut	321	Ununbium	Uub	285	Unnilium	Uun	431									
Unquadium	Uuq	323	Untrium	Uut	288	Unbiium	Uub	433									
Unpentium	Uup	325	Unquadium	Uuq	307	Untrium	Uut	435									
Unsextium	Uus	327	Unpentium	Uup	327	Unquadium	Uuq	437									
Unseptium	Uus	329	Unsextium	Uus	329	Unseptium	Uus	439									
Unoktium	Uuo	331	Unseptium	Uus	331	Unoktium	Uuo	441									
Unnilium	Uun	333	Unoktium	Uuo	333	Unnilium	Uun	443									
Unbiium	Uub	335	Unnilium	Uun	335	Unbiium	Uub	445									
Untrium	Uut	337	Unbiium	Uub	337	Untrium	Uut	447									
Unquadium	Uuq	339	Untrium	Uut	339	Unquadium	Uuq	449									
Unpentium	Uup	341	Unquadium	Uuq	341	Unpentium	Uup	451									
Unsextium	Uus	343	Unpentium	Uup	343	Unsextium	Uus	453									
Unseptium	Uus	345	Unsextium	Uus	345	Unseptium	Uus	455									
Unoktium	Uuo	347	Unseptium	Uus	347	Unoktium	Uuo	457									
Unnilium	Uun	349	Unoktium	Uuo	349	Unnilium	Uun	459									
Unbiium	Uub	351	Unnilium	Uun	351	Unbiium	Uub	461									
Untrium	Uut	353	Unbiium	Uub	353	Untrium	Uut	463									
Unquadium	Uuq	355	Untrium	Uut	355	Unquadium	Uuq	465									
Unpentium	Uup	357	Unquadium	Uuq	357	Unpentium	Uup	467									
Unsextium	Uus	359	Unpentium	Uup	359	Unsextium	Uus	469									
Unseptium	Uus	361	Unsextium	Uus	361	Unseptium	Uus	471									
Unoktium	Uuo	363	Unseptium	Uus	363	Unoktium	Uuo	473									
Unnilium	Uun	365															

Directory of Teachers' Agencies

NATION-WIDE SEARCH FOR TEACHERS!

In order to meet the present emergency, we have again enlarged our facilities, and we are better prepared than ever before to render professional service to school boards seeking superintendents and to superintendents seeking teachers. With our affiliated Agencies we cover the entire country.

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On April 24 the legislature voted THIRTY MILLION DOLLARS for additions to the present salaries of school teachers, giving

\$400 TO \$600 INCREASE

next year over the large salaries this year. This makes New York state salaries the largest in the world. New York wants 2,000 teachers from other states fit to earn them. Liberal recognition of credentials. Write at once.

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Atlanta office

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Atlanta Jackson Jacksonville Dallas Our Motto:—"SERVICE FIRST."

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Y. M. C. A. Bldg., 19 S. LaSalle St., Chicago

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ATLANTA, GA.

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PARKER

TEACHERS' AGENCY

Eighteen Years of Real Service to School Boards

12 South Carroll Street
MADISON, WISCONSIN

WANTED-POSITIONS FOR TEACHERS

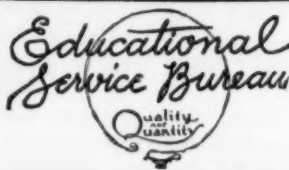
Also teachers for positions. Teachers furnished free, full records of candidates. Write us your needs. OSWEGO TEACHERS' AGENCY, Box B, Oswego, N. Y.

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- 2—Those who want a better salary.
- 3—Those who possess average or more than average ability.

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RECEIVES calls at all seasons for college and normal graduates, specialists, and other teachers in colleges, public and private schools, in all parts of the country. Advises parents about schools.

WM. O. PRATT, Manager

NORTHERN TEACHERS' AGENCY 650 Northern Pacific Avenue

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A demand for teachers in this northwest is constant. Very good wages are being offered. You should investigate. Write today for further information.

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MRS. MATTIE M. DAVIS, Manager
14 years County Supt.

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ALBANY TEACHERS' AGENCY, Inc. 81 Chapel Street

PROVIDES SCHOOLS AND COLLEGES WITH COMPETENT TEACHERS.

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We operate in all Western States. REGISTER NOW.
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BOISE, IDA. SAN DIEGO, CALIF.

A REAL SERVICE

The teachers' agencies of America render the school board and the teacher a real service. In these days of teacher shortage the agency is on the firing line hunting the teacher best suited for the job in question. Think of the time, money and effort saved the school people by this service.

The National Association of Teachers' Agencies is an organization comprising over sixty leading agencies of the country, meeting with the National Education Association and studying the teaching problem from a placement viewpoint. The latest meeting at Cleveland demonstrated once again the significance of our service. Following are a few of the agencies represented at the Cleveland meeting.

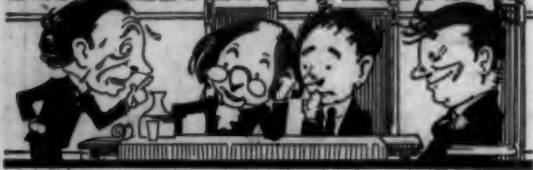
Adams-Smith Teachers' Agency,	Chicago, Ill.
Albany Teachers' Agency,	Albany, N. Y.
Albert Teachers' Agency,	Chicago, Ill.
Cary Teachers' Agency,	Hartford, Conn.
Clark Teachers' Agency,	Chicago, Ill.
Fickett Teachers' Agency,	Boston, Mass.
Fisk Teachers' Agency,	Birmingham, Ala.
Fisk Teachers' Agency,	Chicago, Ill.
Interstate Teachers' Bureau,	Atlanta, Ga.
Minneapolis Teachers' Agency,	Minneapolis, Minn.
Ohio Midland Teachers' Agency,	Columbus, Ohio
Parker Specialists Teachers' Agency,	Madison, Wis.
Schermerhorn Teachers' Agency,	New York City
Southern Teachers' Agency,	Columbia, S. C.
Western Teachers' Exchange,	Denver, Colo.
Winship Teachers' Agency,	Boston, Mass.
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Write to the nearest Agency for *real service*.

**NATIONAL ASSOCIATION OF
TEACHERS' AGENCIES.**

(Established 1914)

AFTER THE MEETING



DOES ANYBODY WANT TO HIRE A GOOD JANITOR?

Scene: The office of the superintendent of schools in a small city. The fourth successive janitor for the X and Y building having resigned, applications for the vacancy are being "had."

Supt.: "So you are an applicant for the janitorship of the X and Y school, are you?"

Applicant: "Yes, sir."

Supt.: "And may I ask your name and age?"

Applicant: "My name is Gaudylyp Hobally, sir, and I be goin' on 73 years."

Supt.: "Have you had any experience in janitor work?"

Applicant: "Well, yes, ye might say. My wife wuz jenitor of th' Pleasant Hill Church fer quite a spell."

Supt.: "But how would your wife's experience as a janitor be of any advantage to you?"

Applicant: "Well ye see I be gittin' this job fer my wife and I'm goin' to work fer her; me an' my daughter's both goin' to work fer her."

Supt.: "Have you ever had any experience in firing steam boilers?"

Applicant: "Yes sir. I fired a thrashin' biler four seasons at the Bosky Dell saw mill. The boss sed I shore wuz a good one too fer fifteen minutes after I quit the biler busted and killed three good mules."

Supt.: "You spoke of your daughter helping with the janitor work. Is your daughter in school?"

Applicant: "No sir she hain't now; she be past sixteen now. Fact is she never did go to school much. She's been kind of puny ever since she had the measles at five years and her ma sed what wuz the use to send her to school. 'nd git her all educated up high 'nd then she might die 'nd hit wouldn't do her no good."

Supt.: "Now the salary for this position is only \$75 per month, Mr. Hobally. Do you think that would be satisfactory to your wife in case you were engaged?"

Applicant: "O yes. We don't object to the salary. Ye see I be a journeyman carpenter 'nd boot and shoe worker 'nd we plan if we git the job fer me t'work at the carpenter's trade on Saturdays 'nd to repair shoes in th' biler room when I'm not firin' the biler er ringin' th' bell on school days so ye see hit would be a purty fair job after all."

B. V. JORDAN.

Scotch Division.

At a school north of the Tweed the teacher was instructing his class in the rudiments of simple division.

"If," he said to one of the boys, "I had twenty marbles and I wanted to divide them, Willy, between you and Macgregor, how many would you get?"

"Ten, maybe," said the boy.

"Why 'maybe'?" asked the master.

"Because, sir, Macgregor wouldna gie me ten unless you were standing by."—*Youths Companion.*

He Knew What He Was Doing.

"Now, boys," said the teacher, "I want each of you to write me a composition on the subject 'What I would do if I had \$50,000.'"

One youth sat idle until the papers were called for, when he sent in a blank sheet.

"What does this mean?" demanded the teacher sternly. "Where is your composition?"

"That's it," said the boy. "That's what I'd do if I had \$50,000."

As He Knew It.

Teacher—"Tommy, can you spell 'fur'?"

Thomas—"Yes, sir. F-U-R."

Teacher—"That's right. Now can you tell me what fur is?"

Thomas—"Yes, sir. Fur is an awful long way."—*Cornell Widow.*

Corrected.

An example of the modern use of slang was offered recently in one of our high schools. The professor asked one of the students to tell what some great ruler did or said to one of his generals. The student's answer was: "He bawled him out." The professor smiled and in reply

said: "You are substantially correct; but that is a bum way to state it."

GOING TO SCHOOL.

Minnie G. Washington.

With bucket and books on a bright clear morn,
Out from the house where I was born,
Down the hill where the little path went,
Happy and glad our course we bent,
Going to school.

Across the ditch on the slender plank,
And on again up the steep red bank;
Then under the wire, and across the road,
Thru the gate into meadows broad,
Going to school.

Over the ridge where the hickories grew,
And squirrels frolicked the springtime thru;
Down by the pond with its dimpling smile
Do you wonder that we loitered awhile
Going to school?

Out of the meadow into the lane,
Wondering when summer will come again,
Planning for sport with tackle and gun,
Thinking, for boys there's little fun
Going to school.

Before us the fields stretch far and wide,
Ripe with grain on either side.
The air is filled with the lark's sweet song.
We whistle a bit as we walk along,
Going to school.

At last we come to the little old hill
Where stood the schoolhouse,—stands there still.
And the lessons that memory holds most fast,
Are the ones we learned there, in days we passed,
Going to school.

I tell you boys what you all will know
There's nothing so dear as the "Long ago."
And the dearest road our life has led,
Is the one the boy was wont to tread,
Going to school.

—Exchange.

How Many?

"How many seed compartments are there in an apple?" he asked.

No one answered.

"And yet," continued the school inspector, "all of you eat many an apple in the course of a year, and see the fruit every day probably. You must learn to notice the little things in nature."

The talk of the inspector impressed the children, and at recess the teacher overheard them discussing it. A little girl, getting her companions around her, gravely said:

"Now, children, just suppose I am Mr. Robinson. You've got to know more about common things. If you don't, you'll all grow up to be fools. Now tell me, Maggie," she continued, looking sternly at a playmate, "how many feathers are there on a hen?"

His Great Ability.

"Is our friend a great educator?"

"A great educator?" echoed Miss Primer. "Why he can convince you of something without taking the trouble to understand it himself."



School Reform in the New Germany.

Boy—Fred, how is it that you are smoking cigarettes now?

Fred—It's this way: We kids have decided that cigarettes be passed out in place of demerits. —*Meggendorfer.*



REMOVE OFFICE.

The eastern office of the Imperial Brass Manufacturing Company, New York City, has recently been removed from 51 E. 42nd Street to the Long-acre Building, 42nd and Broadway. The new office is more central and affords larger display space for the firm.

DEATH OF MR. PAGE.

Mr. J. Seaver Page, of the Devoe & Reynolds Company, until his retirement five years ago, died early in April at the home of his daughter. Mr. Page was an active and devoted alumnus of the College of the City of New York and was interested in art and music. He was one of the first trustees of the Brooklyn Bridge, a member of the New York delegation to the Chicago World's Fair and member of the commission to acquire Pelham Bay and the Bronx Park for the city.

PENCIL SHARPENER SUIT DECIDED.

The suit recently brought by the Automatic Pencil Sharpener Company of Chicago against the Boston Pencil Pointer Company in Boston for infringement of patent and damages came to an end last month. The suit was tried before Judge James M. Morton, Jr., and a jury in the United States District Court of Massachusetts. The patent involved was Number 640846 which was granted on January 9, 1900, to John A. Webster of Bridgeport, Connecticut.

The jury brought in a verdict together with special findings, which the court had submitted to them for their consideration, finding that the patent was valid, that the defendant had infringed the patent, and awarded the plaintiff damages in the sum of \$16,670. Upon this verdict being rendered the defendant moved the court for what is known as an alternative verdict; that is, if the court hereafter, or upon appeal, the court should hold as a matter of law that the patent was not valid or that the defendant had not infringed, then the plaintiff could not recover.

The Automatic Pencil Sharpener Company consented to this form of procedure for the reason that the question of the validity of the patent and the question of infringement has now been passed upon, not only by the jury at Boston, but also had been sustained in the United States Circuit Court of Appeals in Chicago against the Stewart Manufacturing Company and also against the Chicago Flexible Shaft Company. In these suits the questions involved arose on the same patent and were the same as those which were involved in the Massachusetts suits. It was understood at the conclusion of the trial that the Boston Pencil Pointer Company will carry the case to the United States Court of Appeals. An interesting phase of this litigation is that this is the first patent suit tried before a jury in Massachusetts since January, 1849, when Daniel Webster and Rufus Choate were the opposing counsel. The inventor of the device in litigation in the present case is a distant relative of Daniel Webster.

A SLATE SERVICE BOOKLET.

The Structural Service Bureau, Philadelphia, Pa., has just issued a service book on structural slate for the use and information of architects and builders. The pamphlet discusses the origin and physical character of slate and describes the methods of quarrying and milling slate. Specific information on the various grades and the ordinary sizes and costs of slate for various structural purposes are added. Copies may be obtained by addressing the Structural Service Bureau, D. Knickerbacker Boyd, Architectural Adviser, Philadelphia, Pa.

Isaac Pitman & Sons, New York, have announced that "High Speed in Typewriting," by Kennedy and Jarrett, has been authorized by the California State Board of Education for use in high schools.

School Goods Directory

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Oliver C. Steele Mfg. Co.
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Aeroshade Company
Walger Awning Co.
Athey Company
Forse Manufacturing Co.

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Moline Heat

ASH HOISTS

Gillis & Geoghegan
F. S. Payne Company

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American Seating Co.
N. J. School Furniture Co.
Heywood Bros. & Wakefield Co.
Empire Seating Co.
Theo. Kundtz Co.

BLACKBOARDS—COMPOSITION

N. Y. Silicate Book Slate Co.
Beaver Board Companies
E. W. A. Rowles Co.
Weber Costello Co.

BLACKBOARDS—NATURAL SLATE

Keenan Structural Slate Co.
Penna. Struct. Slate Co.
Natural Slate Blackboard Co.

BOOK COVERS

Holden Patent Book Cover Co.

BOOK PUBLISHERS

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Gregg Publishing Company
D. C. Heath & Co.
Hinds, Hayden & Eldredge, Inc.
Isaac Pitman & Sons
Silver, Burdett & Co.
American Book Co.
A. N. Palmer Co.
Ginn & Company
Educational Publishing Company
J. B. Lippincott Co.
Arthur J. Barnes Publishing Company
Laird & Lee, Inc.

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CAFETERIA EQUIPMENT

Albert Pick & Co.

CHARTS

Weber Costello Co.
A. J. Nystrom & Co.

CHEMICAL CLOSETS

Dall Steel Products Co.
Chemical Toilet Corporation

CRAYONS

Binney & Smith
American Crayon Co.
E. W. A. Rowles Co.
Weber Costello Co.
National Crayon Co.

DESK SURFACING MACHINE

Wayrell Chappell & Co.

DESK RENOVATORS

National Wood Renovating Co.

DICTIONARY STANDS

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DIPLOMAS

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Metropolitan Supply Co.
Educational Supplies Co.

DISINFECTANTS

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Devroe & Reynolds

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Rundie-Spence Mfg. Co.
Imperial Brass Mfg. Co.

DRINKING WATER STERILIZERS

R. U. V. Co. Inc., The

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A. B. Dick Company

EDUCATIONAL FILMS

Fitzpatrick & McElroy

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E. W. A. Rowles Company

ERASER CLEANERS

Weber Costello Co.

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Standard Conveyor Co.

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Sargent & Co.
F. F. Smith Hardware Company
Van Kannel Revolving Door Co.
Wm. B. Bolles Anti-Panic Door Lock Co.

FIRE PROOF DOORS

Dahlstrom Metallic Door Co.

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Johnson & Johnson.

FIREPROOFING MATERIALS

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FLAG POLES

Newark Steel Post Co.
N. O. Nelson Mfg. Co.

FLAGS

Anlin & Co.
John C. Dettra & Co.
Chicago Canvas Goods & Flag Co.

FLOOR BRUSHES

Milwaukee Dustless Brush Co.

FOLDING PARTITIONS

Jas. G. Wilson Corp.

FURNACES

Haynes-Langenberg Mfg. Co.

FURNITURE

American Seating Co.
Peabody School Furniture Co.
N. J. School Furniture Co.
Heywood Bros. & Wakefield Co.
Columbia School Supply Co.
Empire Seating Co.
Qualint Art Furniture Co.
Theo. Kundtz Co.
Columbia School Equipment Works.
Kenney Bros. & Wolkins
E. W. A. Rowles Company
Northwestern School Supply Co.
E. H. Stafford Mfg. Co.

GLOBES

Weber Costello Co.
A. J. Nystrom & Co.

GRAPHOPHONES

Columbia Graphophone Co.

GYMNASIUM APPARATUS

Fred Medart Mfg. Co.
Narragansett Machine Company

HEATERS

Haynes-Langenberg Mfg. Co.
Virginia School Supply Co.

INK

E. W. A. Rowles Co.
Howard Chemical & Mfg. Company

INK WELLS

U. S. Inkwell Co.
Kenney Bros. & Wolkins

JANITORS' SUPPLIES

Theo. B. Robertson Products Co.
Albert Pick & Co.
Milwaukee Dustless Brush Co.

LABORATORY FURNITURE

Kewaunee Mfg. Co.
Leonard Peterson & Co.
E. H. Sheldon & Co.

LABORATORY SUPPLIES

Central Scientific Co.
W. M. Welch Mfg. Co.
Chicago Apparatus Company
E. W. A. Rowles Company

LANTERN SLIDES

McIntosh Stereopticon Co.
Keystone View Company

LATCHES

Van Kannel Revolving Door Co.
Wm. B. Bolles Anti-Panic Door Lock Co.

LIBRARY SHELVING

Durand Steel Locker Co.

LIGHTING FIXTURES

Beardslee Chandler Mfg. Co.

LIQUID FLOOR HARDENER

L. Sonneborn Sons

LIQUID SOAP

Imperial Brass Mfg. Co.
Theo. B. Robertson Products Co.

LOCKERS

Armor Glad Mfg. Company
Federal Steel Fixture Co.
Durand Steel Locker Co.
Fred Medart Mfg. Co.
Narragansett Machine Company

LOCKS—KEYLESS

J. B. Miller Keyless Lock Co.

MACHINERY

Oliver Machinery Co.

Amer. Wood Work. Mach. Co.

MANUAL TRAINING EQUIPMENT

H. Channon Co.
E. H. Sheldon & Co.
Kewaunee Mfg. Co.
Oliver Machinery Co.
Columbia School Supply Co.

MAPS

Weber Costello Co.
A. J. Nystrom & Co.

MEMORIAL TABLETS

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Albert Russell & Sons Co.

MICROSCOPES

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MIMEOGRAPHS

A. B. Dick Company

MOTION PICTURE MACHINES

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Victor Animatograph Co.
Fitzpatrick & McElroy

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PAPER TOWELS

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Holden Patent Book Cover Co.
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Northern Paper Mills

PENCILS

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Jos. Dixon Crucible Co.

PENS

Esterbrook Steel Pen Co.
Spencerian Pen Company

PENCIL SHARPENERS

Automatic Pencil Sharpener Co.

PIANOS

Jackson Piano Co.
Steger & Sons Piano Mfg. Co.

PLAYER PIANOS

Steger & Sons Piano Mfg. Co.

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Fred Medart Mfg. Co.

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N. O. Nelson Mfg. Co.
James B. Clow & Sons
Imperial Brass Mfg. Co.
Hoffmann & Billings Mfg. Co.
Brunswick-Balke-Collender Co.

PORTABLE SCHOOLSCHOUSES

Alexander Lumber Company
Mershon & Morley
American Portable House Co.
The Armstrong Co.
Louis Bossert & Sons

PROGRAM CLOCKS

Standard Electric Time Co.
Landis Eng. & Mfg. Co.
Seth Thomas Clock Co.
Time-Systems Co.

PROJECTION LANTERNS

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Victor Animatograph Co.
Spencer Lens Co.
McIntosh Stereopticon Company

RECORD SYSTEMS

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G. F. Williams & Sons, Inc.
Metropolitan Supply Co.

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Continental Scale Works

SCENERY

Twin City Scenic Co.

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Central Scientific Company
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VENTILATING APPARATUS

American Blower Co.

VENTILATORS

Peerless Unit Vent. Co.

VENTILATING SYSTEMS

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Peerless Unit Ventilation Co., Inc.

WAGONS

Wayne Works

WAGON HEATERS

Miller Vehicle Heater Co.

WASTE PAPER BASKETS

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Erie Art Metal Co.

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R. U. V. Co. Inc., The

WATER SYSTEMS

United Pump & Power Co.

WEATHERSTRIPS

Chamberlain Metal Weatherstrip Co.
Weatherstrip Manufacturers Ass'n.

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Austral Window Co.
Kawneer Mfg. Co.

WINDOW SHADES

Stewart Hartshorn Co.
Luther O. Draper Shade Co.

WIRE WINDOW GUARDS

L. O. Draper Shade Co.

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E. H. Sheldon & Co.
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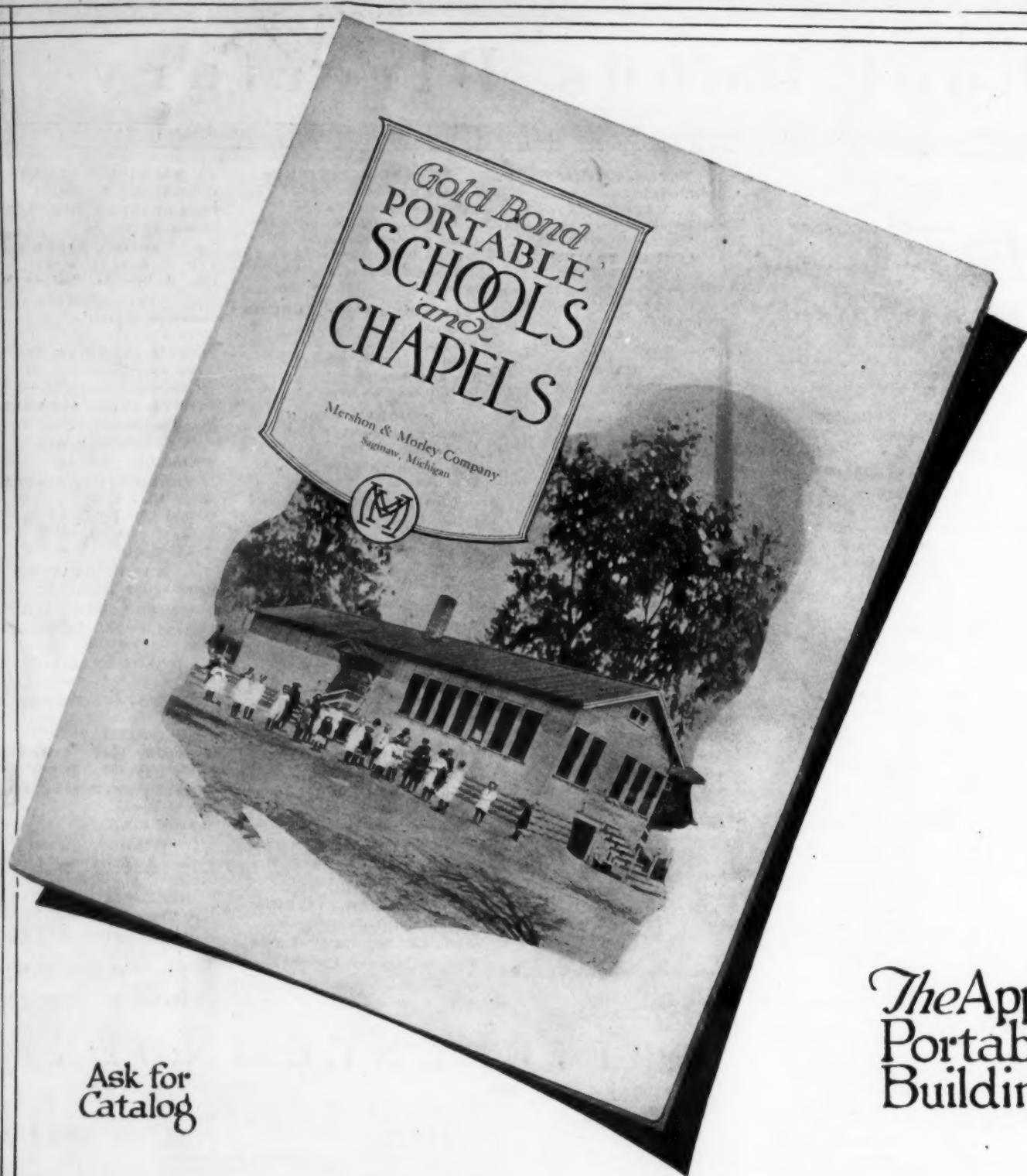
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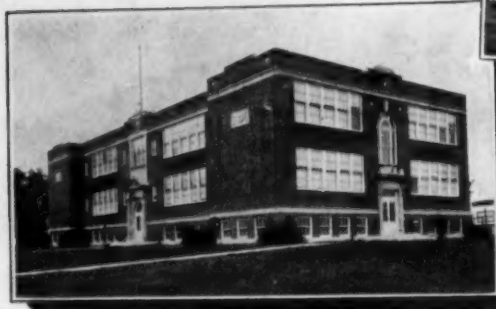
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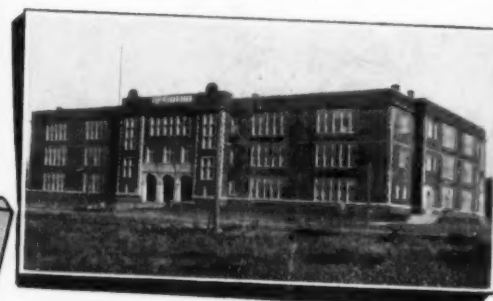
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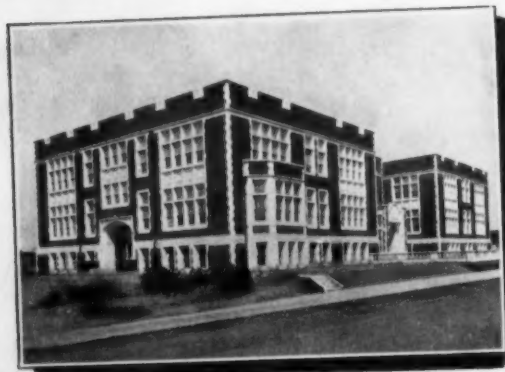
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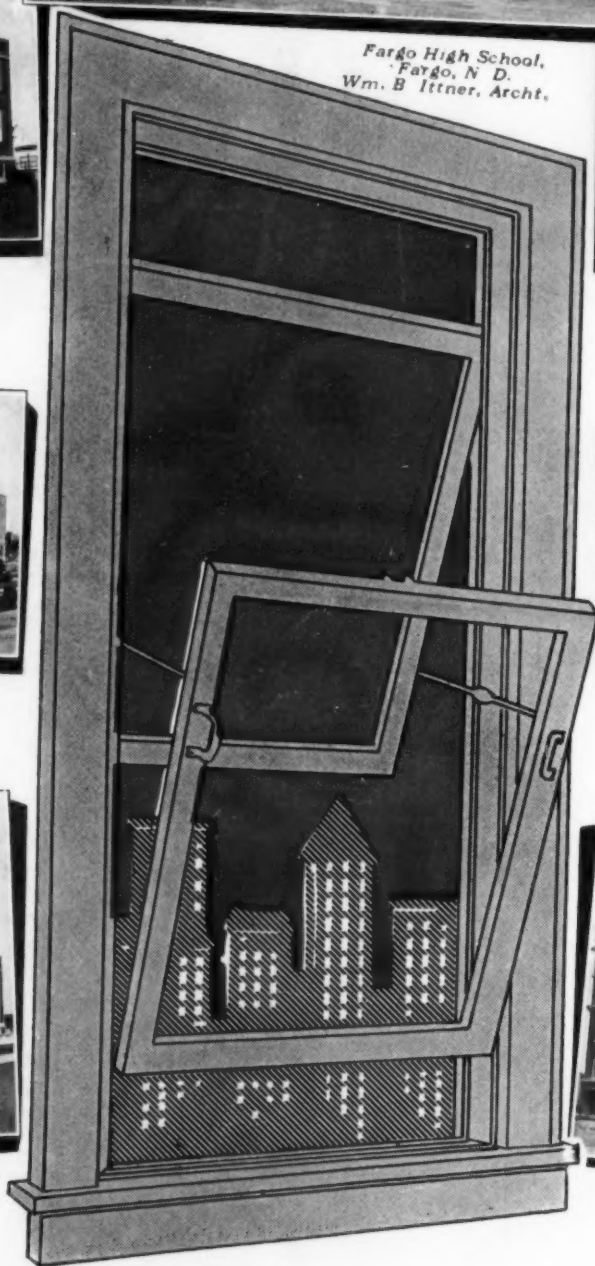
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